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ABSTRACT

The third biannual Brathay Youth Conference focused on ways to help young people negotiate the key transitions in their lives and the role of informal and experiential learning in such strategies. This document summarizes speeches, workshops, and research reports presented at the conference. The speeches were (1) welcome and introduction (Steve Lenartowicz); (2) keynote speech on British government policies and programs supporting young people in transition, specifically the new Connexions Service (Ivan Lewis); (3) "Powerful Learning, Powerful Teaching and Powerful Schools" (David Hopkins); (4) "Learning beyond the Classroom" (Tom Bentley); (5) "Opening Up Learning Pathways: A Brain-Based Approach to Transitions" (Maggie Farrar); (6) "Fast Forward: A Video Made by Young People at the DfES Summer Activities Programme"; (7) "Young People at the Centre" (Gervase Phinn); and (8) "Learning To Learn in Practice" (Alistair Smith). Workshop topics included various adventure-based and experiential programs to promote youth development, support and empower young people in times of transition, and teach critical skills. Poster presentations of research focused on the influence of gender and body on young women's career transitions, effects of Outward Bound participation on underachieving secondary students, the chaotic transitions of disadvantaged school-leavers, young people's reasoning behind different transitional choices, and the links between educational outcomes and personal and social development during outdoor experiential learning. Appendices present background on Brathay, presenters' biographies, a list of attendees, and the conference program. (SV)

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the 3rd BRATHAY *conference*

EXPERIENTIAL LEARNING
and the process of change

ED 474 246

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Brathay has been devoted to the pursuit of learning and development since its inception over 55 years ago, and we value the pivotal role that conferences play in the development of participants, individual practitioners and ultimately the field. All profits generated from our corporate programmes are gifted to the personal and social development of young people - as such we are delighted to have provided the funding to enable this Conference to take place.

The driving force behind this conference was Steve Lenartowicz, Brathay's Youth Development Manager, and I would like to thank him both for this conference and his continuing efforts to integrate development training into the wider professional field of youth development.

Chris Batten
Development Director
September 2001

AN ACCOUNT OF THE YOUTH CONFERENCE HELD
AT BRATHAY ON 17TH - 19TH SEPTEMBER 2001

Prepared by Marian White for Brathay Hall Trust

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EDITOR'S FOREWORD

September 2001 saw the regular, bi-annual gathering of speakers, delegates, workshop presenters and young people that is the Brathay Youth Conference. This time, to provide accommodation for an even greater number of delegates and to allow even more flexibility to workshop presenters, the conference was held at St. Martin's College, just a short drive from Brathay itself. For those who were keen not to miss their regular fix of our Windermere shoreline, wooded estate and unique Hall – or to experience them for the first time – a visit to Brathay formed an integral part of the event.

This year's theme was that of transition; an umbrella term for the many and varied changes which young people pass through on their way to adulthood. It recognised that, more than ever before, the complex nature of the society in which they are taking their place, requires those of us who work with young people to find effective ways to support them through the transition process. It recognised, too, that traditional definitions of education – and the mechanisms used to deliver it – may be too narrow to cope with this increasing need, challenging all of us to integrate our skills and abilities to deliver a cohesive framework within which young people can grow and develop.

In response to these needs, the conference provided a huge resource of knowledge and experience through keynote speakers, research papers and workshops. As ever, the young people who came to share with us their involvement in many of the projects and schemes represented at the conference provided inspiration and hope, for our future as well as theirs. And we were reminded of the importance of humour in all our efforts as we relaxed over dinner and the odd anecdote from our guest speaker.

This report aims to capture the spirit of the conference, and to reflect the great wealth of experience and knowledge which presenters and participants alike brought to it. But inevitably it can only encompass parts of the event. The valuable and enjoyable networking, the academic depth which underpinned the material presented, and the spirit of shared purpose which pervaded the conference are impossible to capture on paper. It is hoped, however, that they will be as much a part of your recollections as they are of ours.

Marian White
Editor
Brathay Hall Trust

CONFERENCE CHAIR'S REMARKS

Steve Lenartowicz, Youth Development Manager, Brathay

Welcome & Introduction

Good afternoon. Welcome to the 3rd Brathay Youth Conference. Those of you who have been to a Brathay Youth Conference before will know that they have taken place on the Brathay estate. This time we have decided to use the facilities here at St. Martin's College but, as you can see from the programme, there is a session at Brathay tomorrow afternoon, which will give us a chance to enjoy the beautiful setting.

The subject of our conference is Transitions. In the context of youth development, I would like to offer the following definition. **Transition**: the passage from one life stage, or life state, to another. For example:

- from primary to secondary education (often called transfer);
- from Key Stage 3 to Key Stage 4;
- from education to employment;
- from child to adult;
- from single to 'in a relationship'.

Sometimes we have names for these transitions (e.g. adolescence), or we have ceremonies to mark them (e.g. formal events such as graduation or marriage; informal rites of passage such as getting drunk or having ears pierced). Traditional societies often have complex rituals to mark and support these transitions. In our more complex society we should ask how we can support our young people through these transitions.

Many critics believe that our education system currently fails to provide the support that young people need to successfully negotiate the key transitions in their lives, and that informal and experiential learning have a major part to play. This is the focus of our conference.

As always, this Brathay Youth Conference is eclectic. We are fortunate to have a number of influential speakers, whose perspective is about young people and the process of learning. We have a wide range of workshops, which are an opportunity to share ideas and practice, particularly around experiential approaches to youth development. We have the opportunity to hear about the experience of young people, through a video, workshops

and presentations at Brathay. We are also privileged to have three young people from Cumbria Youth Alliance helping us to run the conference. We have a number of poster presentations by researchers in the fields of youth transitions and experiential learning.

We also have the rare opportunity of being together for three days. It is good to see people from such a wide range of organisations and backgrounds - people from the voluntary, public and private sectors, working in formal and informal settings, with national, regional and local remits. I would like to particularly welcome our colleagues from the University of Cape Town and Technikon Pretoria in South Africa, where Adventure-Based Experiential Learning is making a vital contribution to the transition of a nation. For me, a conference is about conversations and connections. Connections between people, connections between ideas (and this time, connections with Connexions!).

I hope you enjoy the conference, and I look forward to getting to know as many of you as possible.

Closing Remarks

The conference set out to examine the theme of transitions. I think it did far more than that – it helped us to think about the whole process of education and youth development. Although the speakers – in many cases – did not know each other, they wove some common threads and built upon each other's ideas. They have helped us to see how we can better articulate the contribution that informal and experiential learning can make to education and youth development. (We even had a policy announcement on safety which made the national press, *See* Lewis, 2001)

The workshops have helped us to share a wide variety of practice, and to learn from each other. The research presentations have kept us in touch with the emerging body of knowledge in experiential learning and youth development – and the research workshop has clearly shown the need to find research methods which share the values and philosophy of experiential learning, and which transcend the false dichotomy between qualitative and quantitative.

So where do we go from here? We plan to complete the conference report and have it out to you by the end of October. I know that some other actions are already in progress. For example, DfES is collating the material generated in the workshop on Summer Activities, and will be feeding it to all 47 partnerships.

But I do also know that we will all be going back to our respective organisations to put our own learning into practice. As always, this will be divergent – we are all different, and this is our strength. In many different ways we will be able to contribute to better

supporting young people through the key transitions in their lives, and as Alistair Smith said, "expand the horizons of possibility".

I would now like to ask the young people of South Africa to close the conference for us. They have asked if we can begin this with a few seconds of silence. Thank you – and I hope to see you again in 2003!

References

Lewis, I. (2001, September 18). Heading to Safety. *Guardian Education,* p.4.

KEYNOTE SPEECH

Ivan Lewis, Minister for Young People & Learning

The Minister began by paying tribute to Brathay Hall Trust, noting its well-deserved excellent reputation, and praising its support as a key partner in the development of the Summer Activities programme. He then told us that the theme of transitions had particular resonance for him, as a result of his own experiences in the voluntary sector arising from a pivotal involvement in voluntary work with young people with learning disabilities when he was 14. It was this, he said, which made him so passionate in his belief in the importance of citizenship as part of the school curriculum.

Mr Lewis then outlined the ground he intended to cover in his speech. Firstly, to provide an overview of government policies aimed at supporting young people in transition. Secondly to talk in more detail about a specific initiative in this area, namely the new Connexions Service. And finally, to talk about the government's work on enhancing the existing guidance on pupil safety during educational visits.

On the theme of government support for young people in transition, the Minister outlined government initiatives at a number of different stages from Early Years through to preparation for GCSEs. To support the transition from being cared for and educated at home to a childcare or Early Years setting, a number of services exist to ensure parents have access to quality information on local providers. Early Excellence Centres also facilitate the involvement of parents in the education of their children.. Foundation Stage training for Early Years and Primary practitioners was mentioned, and in particular its role in ensuring children are well prepared for Key Stage 1. At the transition from Primary to Secondary, the government has been piloting a National Strategy aimed raising standards for all pupils in the early years of Secondary education, whatever their starting point, social background or ability level. There is evidence that higher attainment at this important Stage has a direct impact on GCSE performance.

Moving on to talk about the Connexions Service, the Minister talked about the vision the government has for the service, namely to provide integrated advice, guidance and personal development opportunities for all 13 to 19-year-olds in England, and to help them make a smooth transition from adolescence. As a personal development service, available to all, he said Connexions needed to be both inclusive and differentiated. In addition, it will be necessary to provide a wider and more flexible range of education options to 14 to 19-year-olds, including vocational training and more flexible educational approaches. Delegates were encouraged to contribute to the consultation process in this area, which will be kicked off by a government White Paper to be published early next

year. Within this context, the Minister then talked about initiatives to involve young people in the process of determining how educational services should be provided and the role of youth work in re-engaging young people who have distanced themselves from mainstream provision.. Finally, he talked about the role of the Summer Activities programmes, piloted this year, in bridging the gap between education and employment, in particular by helping young people to appreciate the options available to them and to make the right choices.

As a third theme within his speech, Mr Lewis announced that he has asked officials to start work in four specific areas which will make it easier for those who take young people out on adventure and other activities to do so safely. He emphasised that the changes he would be seeking would be based on guidance around risk assessment and the staring of good practice rather than a reliance on additional legislation.

The Minister closed by stressing the importance of unified efforts, across the broadest possible range of educational opportunities and practitioners, to ensure that every single young person in Britain has the chance to pursue their dreams and fulfil their potential.

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POWERFUL LEARNING, POWERFUL TEACHING AND POWERFUL SCHOOLS

Professor David Hopkins, University of Nottingham

Professor Hopkins' theme was that the focus of educational reform needs to be on powerful learning for students. Powerful learning is best able to occur, he said, when the content of what is taught is conceptual rather than particular, learning is based on constructive enquiry rather than passive reception, and the social climate of the classroom is expansive rather than restrictive. In turn, these conditions are most likely to exist in schools whose organisational conditions and cultures are characterised by high expectations, collaboration and innovation. None of this, he maintains, happens by accident.

In order to deliver powerful learning, Professor Hopkins saw the need for a strategic approach to school improvement, with a medium term, systemic orientation. Current efforts at school improvement, he said, often do not drive down to the learning level. Hence what is required is an approach which focuses on the organisational conditions of the school as well as the organisation of teaching and learning. Hence he sees powerful learning as being driven by powerful teaching, occurring in the context of powerful schools. During the remainder of his speech, Professor Hopkins outlined what he meant by these terms.

Firstly, he challenged the current convention of equating "effective student learning" with SAT scores or GCSE results rather than with something broader. Powerful learning, he suggests, is about a range of cognitive and affective processes and outcomes which together impact, not just on test scores, but on the students' learning capacity and, indeed, self-esteem. It equipes them with a number of skills for responding successfully to the tasks they are set, and the ones they set themselves. These will include thinking and social skills, evaluative and integrative skills, and an acceptance of uncertainty and difficulty as well as the acquisition of knowledge.

Professor Hopkins then makes the link to powerful teaching by suggesting that powerful teachers believe that all children can learn and that they can teach all children. Furthermore, he says, powerful teachers convey this belief to their students. They do this, he says, by creating powerful learning experiences through the integration of content, process and social climate. He then provided a framework for thinking about teaching, based on the following components. Teaching skills – the effective use of a range of classroom processes – are a necessary but not sufficient condition for powerful teaching. Also necessary is a commitment to the students and a belief in the power of high expectations. These are demonstrated through the ability to generate and sustain an

authentic and meaningful relationship with students. Powerful teaching is enhanced by the consistent and strategic use of specific teaching models. These may be for extracting information and ideas, building hypotheses, using metaphors to think creatively, or working effectively with others to carry out co-operative tasks. Whatever their specific function, they serve to aid not only the accomplishment of specific curriculum goals, but also to increase students' competence as learners. Finally, powerful teaching requires that critical systematic reflection is an ongoing tool in the development and mastery of the teaching craft.

Professor Hopkins then moves to the context which best facilitates powerful teaching, which he refers to as powerful schools. By that, he means the conditions and key management arrangements which underpin school improvement efforts. These are out[illegible]d in terms of a commitment to staff development, practical efforts at staff involvement, instructional leadership approaches, effective co-ordination strategies, openness to enquiry and reflection, and a commitment to collaborative planning. He sees this combination as vital to sustained efforts for school improvement. In the absence of such an approach, he concludes that the educational goals we continue to set for ourselves are likely to be beyond the capacity of the current system to deliver.

LEARNING BEYOND THE CLASSROOM

Tom Bentley, Director of DEMOS

Tom Bentley set out to examine broad questions of the future of society and the place of young people in it, and outlined a number of important changes that are happening in our society.

The kinds of Government promises that Ivan Lewis made, with the best of intentions, are liable to be seriously affected by the changing patterns of electoral turnout and the way that young people continue to switch off from the electoral process. Technology is changing the ways we communicate and relate to each other. There is an increasing tendency to individualisation - individual responses to economic, political, environmental, ethical and spiritual issues, and individually-created sets of values - which has made the political scene more confusing, and led to a growing lack of confidence in institutional structures. Most of all, we are struggling to cope with the vast increase in information available to us.

Tom then went on to describe a number of paradoxes.

The first paradox is that we have more and more knowledge available, but do not know what to do with it. Young people are confronted with a huge range of choices, riches and dangers, and find it difficult to make them into a coherent and purposeful whole.

The second paradox is that, in this fast-changing world, we see the need for our young people to be entrepreneurial and self-reliant, and to learn to take risks, but we feel the need to protect them and so to eliminate risk from their lives.

The third paradox is that, while we are putting more and more resources into education, the goals we seek seem to be harder and harder to achieve. Our institutions' responses to the needs they perceive often undermine what they set out to achieve. More young people seem to be alienated from the education system, and we have not succeeded in generally inspiring and motivating young people to be lifelong learners. An increasing focus on 'results' in the core system seems to be contributing to some of the problems that those involved in 'personal development' have to pick up.

Tom argued that policy and practice must find ways of resolving these paradoxes. This will require a fundamental re-think of the education system and all its related structures and organisations. We need to design a system that is able to make the most of the changing environment in which we live, and where the institutions do not conflict with the environment. Such a system should value and use a wider range of contexts and approaches to learning. It should put a much higher value on creativity. It should be capable of generating its own solutions to problems and challenges as they arise, rather than depending on external solutions and inspections. It should enable learners to relate

what they learn to their own circumstances and aspirations. It should remove the distinction between school as a place that learning occurs, and the rest of life.

He pointed out that many of these characteristics are already exhibited by those involved in informal and experiential youth development. The challenge is for us to help to reshape the system without being institutionalised and swallowed up. We need to help the system itself to be more experiential – to give time for reflection in order to learn from experience, and to use failure as an opportunity for learning. We need to change how we measure educational success in order to better reflect what we set out to achieve. We need to encourage innovation. And we need to make sure that the voices of young people are heard when we make decisions.

OPENING UP LEARNING PATHWAYS – A BRAIN-BASED APPROACH TO TRANSITIONS

Maggie Farrar, University of the First Age

Maggie Farrar opened her speech by praising the range of workshops on offer during the conference. She made the link between the experiential learning approaches represented in this breadth and the findings of brain research about how effective learning occurs. Both formal research and the insights gained by the University of the First Age in their work with young people support the efficacy of experiential techniques as a route to learning.

Maggie began the main part of her speech by stating the importance of brain research in powering our understanding about learning. It was a mistake, she said, to claim that we know what makes for effective teaching and learning when we know relatively little about how the brain itself works. In particular, the link between movement and learning appears to be important but is not yet fully understood. She suggested that movement may be the mechanism through which learning is imprinted on the brain and asked the question why, then, our classrooms require children to sit still behind their desks. In this context, she put forward the view that government initiatives to raise pupil attainment were limited by their classroom context, and did nothing to create "brain-friendly" learning environments. These should be open and expensive, viewing the classroom as a portal to other learning experiences.

After a practical demonstration of the role of movement in thinking –linking the creation of neural pathways with recognised, familiar movements – Maggie moved on to talk about the contribution of experiential learning practitioners to mainstream learning. They are in a unique position to raise awareness about the link between learning and movement. She offered the intriguing idea of putting a dancer together with a mathematician and having them dance the nine times table.

Maggie also raised the issue of stress – for example, the stress occasioned by sitting still behind a desk for a strongly kinaesthetic child – in reducing the ability to learn. The learning centres of the brain are actually shut down in the presence of excess stress. She offered this as an example of the need to support different learning styles in order to create a more inclusive educational environment.

An expansive learning environment is also an important element in giving young people the expansive experience of themselves necessary to challenge the limited image which they may have of themselves. Experiential learning may be an important bridging mechanism her, by providing constant reminders to the brain of what they can do. Also

important are the processes of reviewing and reflecting upon the learning to be gained from an experience, and articulating the learning as a way of embedding it. All of these are recognised aspects of the experiential learning process.

Finally, Maggie reminded us of the importance of resilience in young people as a tool for dealing with the key transitions in their lives. Here again, a more expansive and brain-friendly educational process would better equip them for this important task.

FAST FORWARD

A video made by young people of the DfES Summer Activities programme

Created in partnership with Cumbria Youth Alliance, Carlisle College of Arts and Design (Media Department) and young people from the Whitehaven area, the video gives a taste of the range of experiences available in Cumbria for young people, and how they responded, as well as clarifying the aims of Summer Activities for Young People.

YOUNG PEOPLE AT THE CENTRE

Gervase Phinn

This well-known speaker and writer on the life of an OFSTED Inspector regaled delegates with a series of hilarious anecdotes of his experiences in this field. Whilst staff and parents were often the source of much humour, the delights and difficulties of young people were, as ever, at the heart of his tales. Side-splitting laughter and many nods of recognition greeted each story in this delightful close to the conference day.

LEARNING TO LEARN IN PRACTICE

Alistair Smith, Accelerated Learning researcher, trainer and writer

"Think in the language of possibility," said Alistair Smith as he began his inspiring, motivating and humorous presentation on expanding the horizons of possibility and understanding how people learn best. Throughout he embraced learning and naturally gave the audience the opportunity to link prior understanding with new knowledge that they could transfer to the varied situations in which they work.

Alistair highlighted that learning for life happens at the edge of the comfort zone - where people are challenged but not stressed, and meaningful learning is then allowed to take place. He suggested that if people are stressed rather than challenged then they are forced into one of four possible responses or behaviours; fight, flight, freeze or flock. Alistair went on to explain that to avoid these stress responses, we should actively seek to create supportive learning environments where challenge is set at the right level for the individual. This is however a careful balancing act, as "all meaningful learning involves risk."

Within this supportive learning environment, learning is accelerated if it can be connected to current understanding, if the 'big picture' is presented first and people are given the opportunity to specify and rehearse the outcomes. If input is through visual, auditory and kinaesthetic channels then understanding is activated across multiple intelligences. Finally, an opportunity for demonstrating knowledge completes the 'accelerated learning cycle'.

The opportunity to remember is increased further if there is an emotional response linked to this learning and if people are allowed 'down time' to reflect and review. Finally, he presented the idea of the '5 R's of learning', resilience, responsibility, resourcefulness, reasoning and reflectivity-reflexivity

To summarise, Alistair's presentation included snippets of information on multiple and emotional intelligence, brain science and how people learn best. He provided useful resources and quoted the work of many other professionals involved in the complex study of learning. At then end of the final lecture of the conference, Alistair suggested to his audience that they should take his "stuff", steal it and apply it in the varied contexts in which they work.

SECTION TWO

1A MOVING FROM THE SATELLITE BACK TO PLANET EARTH

Bryan Abell & Zac Holland

This workshop focused on the problem that, too often, adventure-based experiential learning for young people takes place on a "satellite" many miles (if not a whole universe) away from "planet Earth" as it exists for the young people involved. This theme was explored through sharing the experience and insight gained by ASCENT over many years of working experientially with year 11 and 12 pupils most in need, aimed at enabling them to make a positive transition at the point of leaving school.

The workshop began with an outline of ASCENT's philosophy and its work with young people. This work takes place locally to the young people, with staff who have personal knowledge of the communities and issues affecting the young people. The courses relate directly and unavoidably to the here and now, including issues around drugs, family situations, poor job prospects and so on. Thus it is not necessary to relate the experiential learning to the real life situation, because it is the real life situation.

Bryan and Zac used a number of activities, including group reviews and line-ups to illustrate their work. Participants responded with many and varied views around current issues relating to working difficult young people. Drug issues were viewed as a particular problem, and loomed large in the discussion of poignant dilemmas faced by practitioners in trying to determine what techniques are really effective in working with young people.

This workshop provided a thought provoking exploration of the difficulties of working with socially excluded young people in a community context, and the importance of making their experiences relevant to the lives to which they will be returning.

1B BARROW WISE: NURTURING THE GIFT OF WISDOM

Pippa Leslie, Deborah Michel & Barry Hymer

This workshop explored the concept of being wise as offering a secure bridge between two essential strands in current approaches to teaching, learning and behaviour – namely thinking skills and emotional intelligence. Through a series of activities and discussions, it invited participants to reflect critically on their own practice, and to consider the risk we face if we fail to integrate these two strands – the risk of fostering thinking without compassion and sympathy without critical judgement.

The main theme of the workshop was the work of the Barrow Community Learning Partnership in creating a better future for the people of Barrow, in which they will be able to extend their horizons and shape their own destinies through raised aspirations, higher levels of achievement, enterprise and greater self-reliance and independence. Working within schools, the Partnership sought to develop wise thinking – the interplay of thinking and emotions – in the belief that by making the process of wise thinking explicit and reflecting on it, it is possible to use it flexibly in real life situations. Finally, the workshop explored ways of creating learning environments which encourage wise thinking and wise behaviours.

Activities used to explore these themes included a group task to list skills, qualities and values associated with different celebrities, and to place them on axes of good-bad and useful-not useful. The process individuals used to complete this task was then discussed. A second task of considering written scenarios and deliberating on the wisest way forward was treated in the same way, and led to lively discussions around the room.

The end result was an extraordinarily rich and diverse flip-charted record of the skills, qualities and abilities involved in being wise: an inductive rather than deductive model of wisdom born out of our elemental experiences of creating wisdom for ourselves. As one participant said: "we didn't arrive at the destination called wisdom, but we began the life-long journey towards it.

1C SOCIAL EXCLUSION AND GLOBAL CITIZENSHIP

Paul Adams & Liz Twyford

This workshop considered the transition from youth to adulthood and citizenship in the broadest possible context of a global society, looking at the international origins of the term "social exclusion", some of the underpinning assumptions and ideologies, and its impact both globally and locally.

The session kicked off with a group activity to promote discussion and explore participants' views on and understanding of social exclusion. In response to statements such as "social exclusion is just jargon for poverty" and " whatever we do, social exclusion will always exist", participants were asked to place themselves under "agree" or "disagree" banners placed at each end of the room. By explaining and then discussing their views, the whole topic was effectively outlined.

Extracts from the government policy and consultation document were brought forward to shed light on current thinking, before Liz shared her own experience as a Project Supervisor for the "Youth to Youth" project undertaken by Voluntary Services Overseas.

Inevitably, the recent terrorist attacks in the U.S. and associated issues were raised in the course of discussions, particularly in the context of blocks and opportunities in moving towards inclusion, the need for tolerance, and celebrating diversity. Carefully considered views, expressed by presenters and participants alike, revealed perceptions of inherent contradictions in the government's message about exclusion, implying an "us" who need to do little other than manage a dysfunctional "them" to move towards unity, harmony and justice.

Overall, the workshop shed light on the origins and implications of the term "social exclusion" and the realities which underlie the concept. It challenged participants to consider it in a global context, and shared an example of practice intended to address these and related issues.

1D SAFETY IN NUMBERS – RESEARCH APPROACHES IN DEVELOPMENT TRAINING

Phil Donnison & Kaye Richards

Research is providing a growing body of knowledge around the field of development training and many practitioners increasingly inform their work by the results. This workshop provided an overview of the types of research which are taking place in the field, critiqued different approaches by exploring practical examples of their usage, and concluded by challenging the idea that approaches to research can be neatly defined along a qualitative-quantitative continuum.

Phil and Kaye began with an exposition of the research paradigms at each end of the approach spectrum, namely qualitative and quantitative, and handed it over to the audience to discuss the strengths and weaknesses of each. Phil then explored the issues further with reference to two pieces of research he had conducted whilst at Brathay. The first examined the link between Outdoor Management Development interventions and self-efficacy, adopting an "objective", experimental approach based on before and after questionnaires and the identification of statistically significant relationships. The second sought to understand the processes involved in this link, by using content analysis to compare theoretical literature on the subject with participants' own understanding of Outdoor Management Development.

Having proposed two possible extremes, Phil then handed over to Kaye who used an examination of her own decision-making process in designing her PhD research to illustrate the complexity of this apparently simple dichotomy. In moving from a "pure research" question about the effectiveness of adventure therapy interventions in treating eating disorders to a "participatory research" approach involving egalitarian relationships between the researcher and the research subject, Kaye outlined the concept of blurred boundaries as they apply to the choice of research approach.

This thought provoking workshop raised some interesting research design issues and challenged us all to examine the extent to which people-based research can ever be objective, however qualitative the techniques used. Our own views and beliefs will inevitably colour the theoretical frameworks we choose and the outcomes we see as valid, and this, as much as the perceived validity issues of qualitative versus quantitative techniques, challenges us to be clear and explicit about our own standpoint in approaching research.

1F THE RHYTHMS OF AFRICA

Students from Technikon Pretoria, South Africa

The rhythms of Africa create natural opportunities for experiential learning. Drumming as an experiential tool is fun, a natural African way of communication, an opportunity to express emotions and share experiences as well as an educational opportunity to support students through transition points in their lives. This workshop included a demonstration by a group of students participating in one of many out-of-class leadership programmes presented by the Student Life and Development Unit and Technikon Pretoria, followed by an interactive session where participants joined the experience and shared ideas about how to use drumming as a tool of experiential learning.

The workshop was fully facilitated by the students, from a silent beginning - with no words for nearly half an hour – to an intense, high energy finish, buzzing with emotion. In the intervening time, participants were drawn in to understand, engage and be captivated by the actions and rhythms of the drums. During the interactive part of the session, participants were given a powerful impression – and explanation – of how the rhythm and drums can be used based on the personal reflections of the students involved.
The workshop concluded by linking the colours of the African flag with de Bono's "six thinking hats" as a communication/thinking tool.

Participants were captivated and enthused by this superb demonstration of a powerful tool for experiential learning. The workshop was given a great reception as people willingly involved themselves in the creation of rhythm.

2A EXPLORING MARRIAGE

Nigel Fenner

This workshop aimed to explore the work of "Students Exploring Marriage" in helping young people to gain a better understanding of the realities of marriage in our society. It also examined the relevance of this key rite of passage in many people's lives to transition, experiential learning and the process of change.

The workshop began with a presentation on the process of dialogue between young people and adults through which Students Exploring Marriage explore the institution of marriage. The organisation works with volunteer 16-18-year-olds, who take part in facilitated discussions with volunteer couples around a range of issues. These discussions - lasting about 90 minutes each - take place in school over 12 sessions. This format is based on the principles of learning by experience, and the importance of young people taking authority for their own learning and development. It looks beyond their own personal experience of marriage to its role as a key institution within society.

Evaluation of these programmes showed many students rated it as one of the best pieces of work they had done in school, whilst also leading to significant changes in their attitude towards marriage, relationships and commitment to others. Interestingly, a Mori pole in 1995 showed that 83% of young people expect to get married, demonstrating the importance of work in this area.

The workshop then used a role play of a married couple in discussion with a group of 17-year-olds from different walks of life to fast-forward through the programme process and highlight the associated thoughts and feelings that participants might have. In the discussion which followed, the point was made that while the traditional Christian model of marriage was not presumed as the best, it was still a common experience in the UK.

The conclusion of this intense workshop was that dialogue between young people and adults was the key to this programme, and to hopes of promoting a better understanding of the realities of marriage for young people.

2B BRAIN BASED LEARNING...IMPLICATIONS FOR TEACHERS AND LEARNERS. LOOKING AT NEW IDEAS ABOUT LEARNING AND HOW IT STARTS TO AFFECT TEACHING

Stephen Brown

Classroom practices and whole school approaches to learning are changing and being influenced from a number of different sources. This workshop focused on some of the ideas that the University of the First Age are using in schools, particularly at the key transition points of 12/13-year-olds and 15/16-year-olds. As evidence of the value of these approaches, Stephen offered the following quote from a 12-year-old pupil in a Plymouth school:" I had always been told I was thick but today I discovered that I am intelligent."

The workshop began with some background on the University of the First Age and how it came into being. Stephen then moved on to talk about the physiology of the brain and the things it needs to function fully – such things as adequate hydration and certain food types. These points were illustrated using models and physical representations, as well as a strong sense of anticipation to maintain participant interest.

Stephen's second theme was to ask the question, "What is intelligence?" – and to discuss multiple intelligences, based on Howard Gardiner's model, and their influence on learning. This was explored through a personal audit questionnaire, the results of which were then mapped for the group as a whole. The discussion which followed centred around the different types of intelligence and their features.

The workshop prompted lively involvement throughout, with the variety of delivery styles providing a wonderful example of living the theory of how to maintain learner interest. This enjoyable workshop was well received by those who participated, and there was clearly scope for plenty more discussion around the issues raised.

2C TRANSFORMING YOUTH WORK

Caroline Phifer, Katherine Kane, & Claire Baxter

The workshop explored the way in which work with young people is being transformed in Cumbria through a number of peer-lead projects and in education. It also recognised the need to support adults through this cultural change, as well as the young people themselves, to ensure that the community as a whole has the confidence to participate in transforming the way in which the services and resources it needs are developed and delivered.

The workshop began by outlining how young people are integrated into the Cumbria Youth Alliance through the "Having a Voice" project. It then challenged participants to consider the extent to which young people are heard in the decision making process within their own organisation. Finally, it set participants thinking about what they can do to integrate young people into their organisations and the process required to reach this aim.

A range of small group discussions, "get to know you" activities and presentations were used to explore the workshop themes, creating an atmosphere which was both serious and lively. The experiences related by the presenters themselves provided an excellent context for others to consider the roles young people were willing and able to take in influencing the organisations of which they are a part.

The young people presented and managed the workshop with confidence and maturity, allowing delegates to think hard about the role of young people in influencing organisations. Both thought provoking and inspiring, the workshop challenged participants to apply what they were hearing to their own behaviours and their own organisations.

2D STRATEGIES TO ENGAGE DIFFICULT YOUNG PEOPLE AND CHALLENGE INAPPROPRIATE BEHAVIOUR

Andy Pritchard

This workshop aimed to share techniques and tactics for working with challenging young people, drawn from a range of conventional and non-conventional education, training and development areas.

After a brief introduction, Andy asked participants to work in small groups to identify specific inappropriate behaviours and to discuss possible ways of challenging and dealing with them. Having drawn these discussions together, Andy then provided a series of anecdotes based on his own experience in the field. He concluded with a suggested list of dos and don'ts for working with young people, and a summary of the strategies which emerged from the earlier experiences.

Andy was clearly enthusiastic about his subject, and this energy was communicated to workshop participants.

2E A JOURNEY THROUGH THE EMOTIONAL LANDSCAPE

Barbara Smith & Clare Campbell

This highly interactive workshop explored three main themes within the context of transitions, namely honouring transitions in young people; exploring and honouring feelings of loss around what is left behind in order to move on; and celebrating who we are. It also highlighted the importance of relational competence in working with young people, particularly in times of change or distress.

Activities used to illustrate the themes included guided visualisation of a personal transition and the sharing of the experiences involved, celebrating each other's uniqueness with a sound or movement that the whole group repeats whilst standing in a circle, and leaving something behind by transferring the issue to a piece of paper and then burning it. Physical honouring was also explored through group shoulder massage, lying down on each other, and sitting in a circle to kiss the back of the person next to you. The workshop also included copious amounts of chocolate, face painting and a "parachute run" in which participants ran under a brightly coloured parachute held aloft by others, and shouted out a wish, hope or dream which they hold dear. Chocolate was in constant supply throughout the workshop...

This lively and yet contemplative workshop demonstrated some creative and imaginative ways of working with young people to explore issues of transition and uniqueness.

3A FAST FORWARD – SUMMER ACTIVITIES WORKING IN PARTNERSHIP IN CUMBRIA

Hylda Mounsey & Gavin Shelton

The workshop examined how the DfES Summer Activities scheme for 16-year-olds has been implemented in Cumbria, under the name Fast Forward, as one of 12 areas in which Connexions began in 2001. The workshop focused on the development and management of the partnership between provider agencies and Connexions Cumbria, and the delivery of the scheme to young people.

Hylda and Gavin began with an overview of how Fast Forward developed, giving a real sense of the diversity it is able to offer, seen as a reflection of the "local flexibility" clause within the government brief. They went on to discuss the client group and socio-economic background within Cumbria, touching on the inevitable impact of Foot and Mouth, before presenting strategies for engaging this "difficult to engage" group. In speaking about their own experience of the project, they gave some insights into the dovetailing needed between administrators and deliverers, and their approach to solving some of the issues and difficulties they faced. The workshop concluded with an overview of the Cumbria Youth Alliance, one of the partners in Fast Forward, and the showing of a video about the scheme made by young people who have participated in it this summer.

This wide-ranging overview of the set-up and delivery of Summer Activities for 16-year-olds gave a powerful sense of the real partnership which made Fast Forward so effective. Many participants will next year be embarking on similar projects themselves and were interested in the whole spectrum from big picture to fine detail. Although a thoughtful and attentive audience, they were also quick to participate in discussions and raised a number of interesting questions.

3B SOLID GROUND – TAKING EXPERIENTIAL LEARNING INTO SCHOOLS AS AN ALTERNATIVE TO RESIDENTIALS

Jon Owen, Louise Burner, with Millom School

This workshop looked at a pilot programme by Brathay aimed at taking experiential learning into schools in Merseyside, Doncaster and Cumbria. The intention of the project was to take experiential learning out of the residential arena and away from the outdoors and to provide a holistic learning experience in schools. The workshop comes at a time when the initial piloting has been subjected to detailed evaluation.

The main themes of the workshop were an exploration of the issues involved in taking experiential learning into schools, the successes and pitfalls of the Solid Ground project itself, what it was like for participants who were pupils at Millom School, and how Brathay evaluated the project. After initial inputs from the presenters on these areas, participants worked in small groups to discuss the issues raised and to share feedback and similar experiences.

Views expressed by participants described the project as:

- being a different, more effective, teaching style;
- establishing a different learning dimension;
- exposing people to physical and emotional risk;
- elemental to presenting citizenship education; and
- more effective because it is not a "top down" approach.

Overall, this well balanced and effective workshop – including presentations, discussion and valuable participation by pupils from Millom School – showed the Solid Ground initiative to be a worthwhile addition to the Year 9 teaching programme.

3C DfES SUMMER ACTIVITIES FOR 16-YEAR-OLDS

Richard Painter, Martin Elliott & Sarah Francis

This workshop aimed to share the DfES perspective of the Summer Activities scheme, with an overview of practice in the 47 Connexions areas. It also considered the interim findings of evaluations of the scheme, and highlighted issues which have arisen from the 2001 programme. This latter theme was aimed at generating ideas to improve the scheme and to identify good practice to date.

The workshop leaders presented some key findings from the evaluation to date, and then took the opportunity to put questions to participants - many of whom had been involved in designing and delivering activities under the scheme - and to receive their feedback. Feedback was gathered in small group discussions and then collated onto flipcharts for general comment.

Participants found the evaluation findings interesting, and really valued the opportunity to discuss recruitment – probably the biggest single issue for most providers – with a representative of the DfES, who was clearly interested to hear what they had to say. Also valuable was the opportunity to share views on what worked and what didn't, and to feed this back to a receptive audience.

As a result of the session, the DfES a producing a document of good practice which will be circulated to all 47 areas to support them in future design and delivery. There were many other areas which both presenters and participants would have liked to explore, but the lively discussions noted above filled all the time available.

3D USING ROPES COURSES TO FACILITATE CHANGE IN YOUNG PEOPLE

Steve Bolton & Nick Moriarty

This highly interactive workshop gave participants an insight into some of the most current and effective ways in which ropes courses are being used to facilitate change in young people. Using the new ropes courses recently build at Brathay, the main themes of the session were to explore the idea of "challenge by choice" as it applies to both high and low ropes course initiatives. The aim of the workshop was to underpin the ideas presented with research combining elements from NLP, Accelerated Learning and various other fields of study. Inevitably, given the limited time available and the enthusiasm of participants to "have a go", more time was spent in doing than in discussing!

Working in three small groups, participants had the opportunity to experience three indoor, low initiatives, namely a "spiders web", a "low V", and a "teeter totter bridge". After the experience, a spokesperson from each group summarised the main points of discussion within the group about how this activity could be used to facilitate change in young people. The groups then moved outside to the high elements of the ropes course, which many of them experienced for the first time. Although time did not permit much discussion of this second phase, participants enjoyed the activity and were lively and willing participants.

3E FOOD FOR THOUGHT: OUTDOOR ADVENTURE, EATING DISORDERS AND CONFLICTS IN THE TRANSITION TO WOMANHOOD

Kaye Richards & Linda Allin

This workshop examined the developmental risk factors of eating disorders and the different issues faced by young women as they make the transition from adolescence to womanhood. In particular, it took as its theme the ways in which these risk factors manifest themselves in an outdoor adventure setting, and the issues of providing both intervention and prevention models of eating disorders in outdoor adventure.

Kaye and Linda gave a very open and informative overview of their research work in this area, in which they examine the conflicts many girls and young women experience with respect to their bodies. Their clearly demonstrated knowledge and passion concerning this important issue was reflected in a high level of engagement by participants and a lively exchange of views and information around the topic.

To illustrate some of the practical issues involved in adventure therapy programming, participants shared in the concrete experience of a "spider's web" activity before discussing how it may have both positive and negative effects when working with this particular group of young people.

Overall, the workshop presented a clear and convincing demonstration of the demand for more critical awareness of the provision of outdoor adventure at this time of transition.

4A PASSPORT TO A HEALTHIER FUTURE

Dani Edwards & Barbara Hunter

"Passport to Activity" is the North Cumbria Health Action Zone's version of an exciting region-wide programme of activity and self-development for young people. The Passport consists of a stylish wallet containing a state of the art minidisk, travel pass, and BT phone card, and is aimed at helping young people to break down the barriers that prevent them from leading more active and healthy lifestyles. These barriers – common to many young people living in rural areas – range from cost and lack of transport to lack of knowledge of what is available or access to professionals or volunteers who can help them.

The workshop began by outlining the background to this project designed to 11to14-year-olds, and the consultative process with young people to identify their aspirations for activities and the barriers they face. It challenged the perception that there are no activities available for this age group, suggesting instead that the problem was one of access. The success of the "Passport to Activity" project was then outlined, and the importance of long term intervention was stressed.

These points were powerfully emphasised by a video of a volunteer helper – also the father of a young person involved in the project – speaking about his experiences. Young people already engaged told of what the scheme had been like for them, and demonstrated the website and minidisk which had been developed to provide information on what was available. The issues of access was supported by their views on how useful the free travel card had been in opening up opportunities for them to experience activities which would otherwise have been unavailable.

4B CRITICAL SKILLS

Rick Lee & Ann Kendrick

This workshop explored "Critical Skills" as a holistic education process, which involves creating problem solving challenges using a variety of tools to focus and drive group activities. As such, it followed on fittingly from the earlier conference speech by Alistair Smith about learning to learn.

The presenters explained that the Critical Skills tool can be used to tackle both curriculum driven activities and also to further the social health of groups. Challenges may have an academic, scenario or real life context, with similarly varied objectives. It has received a powerful response from teachers in Barrow who, as a result of receiving training in the process, have in some cases radically changed their teaching practice and thinking. Small group discussion within the workshop explored why the process has had such a big impact on these front-line classroom teachers.

The workshop went on to involve participants in a practical example of how to engage pupils through educational activity in critical skills. This centred around the previous discussion of the Barrow experience, and involved participants in preparing and giving a presentation on the subject.

4C "YOU'RE SKILLED AND YOU KNOW YOU ARE" – HOW VOLUNTEERING CAN BRIDGE THE GAP BETWEEN EDUCATION AND THE WORLD OF WORK

Zoe Speakman

This workshop aimed to raise participants' awareness of the rich depth of skills that students can gain from work-related learning, specifically from student volunteering. Using case studies and exercises taken from the Student Volunteering UK's newly launched "Crazy Paving" Employability Tool Kit, participants were offered a step-by-step insight into the volunteering process, and an analysis of the benefits for employability which students can gain.

Zoe introduced the workshop by outlining her own background in volunteering, beginning at university and culminating in her current role with Student Volunteering UK. Using activities from the "Art of Crazy Paving" document published recently, she led participants in an exploration of their own experiences of volunteering, the skills learned and the benefits gained. She then emphasised the benefits of volunteering in terms of furthering career performance outside the youth age range, and outlined the views of employers towards volunteering.

Using a similar model to that of experiential learning, Zoe presented the volunteer learning model, before pairing participants up to devise their own action plans for volunteering within their own current positions. Discussions then followed around the need for support for organisations wanting to set up volunteer schemes as well as the role of mentors in supporting the volunteers themselves.

Zoe was clearly passionate about the subject of volunteering and her enthusiasm was conveyed to participants. Although the practice of volunteering is currently limited in the UK, the structure and support needed to encourage the practice is developing and is likely to promote an increasing level of involvement in the near future.

4D REFLECTION AND ITS ROLE IN TRANSITIONS

Tony Saddington

This workshop focused on the need of young people facing transitions for the skills to process their experiences in order to learn from them. It gave participants an opportunity to test out and explore a range of reflective techniques, frequently used in experiential learning, designed to support this process. With deliberately limited theoretical input, the workshop itself operated in an experiential way, inviting participants to share their personal values around and raised awareness of the power of reflection.

The main theme of the workshop was the idea that we learn from reflecting on our experiences, not from the experiences themselves. Thus it is necessary to raise our awareness of ourselves, others and the situation itself in order to learn from what is happening. This had resonance both with Kolb's learning cycle and with the "What? So what? Now what?" reviewing tool familiar to anyone who has attended a course at Brathay.

Participants in the workshop were able to draw some conclusions about the necessary conditions for reflection to support learning. Intention to learn was seen as essential, as was the personal foundation of the experience. The ability to notice what was happening and intervene during the experience was also important. Finally, participants also recognised the need to deal with emotions generated by the experience from which we are attempting to learn.

Tony's lively style of presentation was appreciated by all. At the same time, the atmosphere created was thought provoking and challenging – or, indeed, reflective.

RESEARCH AND TRANSITIONS: A RESEARCH AGENDA IN DEVELOPMENT TRAINING AND OUTDOOR EXPERIENTIAL LEARNING

Kaye Richards – Research Leader, Brathay

Introduction

There is both a growing interest in and a growing need for developing research agendas in development training and outdoor experiential learning. The purpose for this increased demand varies, from the need to identify how stakeholders in organisations achieve desired outcomes, through to developing theoretical models that underpin practice. The wide range of debates surrounding these research agendas have been recently fuelled with a growing number of professionals completing research in the broad field of development training / outdoor experiential learning. However, it is frequently argued that research has an incongruent relationship with practice. We need to avoid accepting such a rhetoric and move towards examining in more depth not only the boundaries between research and practice, but also the complimentary relationship that exists between these two entities. Thus, as research continues it is important that the issues being debated are placed within a practitioner framework.

Recent Developments

As research agendas and practices have evolved over recent years, a number of developments have supported the bringing together of research thinking. Since 1996, the UK based Outdoor Learning Research Forum has been hosting research forums throughout the UK. Many researchers in the field of outdoor experiential learning have been meeting regularly to discuss both the processes and dilemmas of research in this area, alongside outcomes of their work. The most recent of these forums was hosted, at Brathay Hall, in conjunction with this 3rd Brathay Youth Conference. Here Professor Colin Fletcher and Professor David Hopkins discussed their experiences of developing practitioner and participatory research in education and social work. What was noticeable here was how research in the fields of education and social work have negotiated many of the transitions that both development training and outdoor experiential learning can expect to negotiate in the forth coming years. Other relevant developments in providing forums for debating research in the field are evident in the recent launch of the academic Journal of Adventure Education and Outdoor Learning and the launch of the Brathay Occasional Research Based Papers. In fact, it was the proceedings from two workshops based at the 2nd Brathay Youth Conference 1999 that formed the basis of the launch of these Brathay Occasional Papers.

The aim of the set of Brathay Occasional Papers is to focus on "research and research related issues in the field of experiential learning"(Pomeroy, 2000: viii). The first paper, Allison

(2000), raised many of the initial philosophical questions that need to be asked as we consider the questions and processes of research that can be adopted in and adapted to outdoor experiential learning. In making clear the relevance of such questions to how we understand the processes of our work, this paper draws directly upon research into young people's experiences of Arctic expeditions, in particular the meaning of post-expedition adjustment. The second paper, Richards *et al* (2001), begins to uncover the complex processes of aligning practices of empowerment and therapeutic change within processes of quality research. An example of developing adventure therapy practice for the intervention of eating disorders for a group of women is illustrative of how research, theory and practice are inextricably linked. Further, it raises key questions about ethical practice in adventure therapy. Brathay is also carrying out its own research programmes and future publications will report on these.

A Conference Agenda

The conference continued to raise research debates that emerge when designing and completing research in development training (*See workshop* Donnison and Richards, *Safety in numbers: Research approaches in development training*). These debates included an examination of the need to move away from an 'absolute methodological dichotomy' between quantitative and qualitative methods, to a more detailed examination of the wide range of research positions that can be taken across the research spectrum. It was also noted how, irrelevant of whether we are actively completing research or not, we all bring our own assumptions of both the purposes and practices of research. Thus, it is necessary to take time to critically reflect upon these as it is these very assumptions that will impact upon the ways in which future research is both developed and integrated within our own organisations, and made relevant to our own professional practices. Further, as we engage in the pursuit of quality research endeavours, it quickly becomes apparent that there are no immediate or simple answers to the most appropriate ways to pursue research, or even how we make these applicable to our diverse professional settings.

What can be briefly concluded from recent research debates is the clear need to encourage dialogue between researchers and the practitioners to whom this work bears relevance too. Research Posters were presented at the conference, therefore, not only to raise the profile of current research being completed in the areas of youth transitions, development training and outdoor experiential learning, but also to encourage dialogue between researchers and practitioners into current issues being faced by young people. The wide themes presented in these posters provide a glimpse into the ways in which research can help inform our definitions and understandings of 'transitions', alongside gaining more insight into the processes of personal and social development for young people.

Poster Presentations

Linda Allin examined young women's career transitions, focusing specifically upon how these transitions are impacted upon by gender, identity and the body. Drawing upon life history interviews with a group of twenty-one women working in outdoor education, and developing work from Hodkinson and Sparkes (1997), she noted a number of relevant issues surrounding young people's career decision making. First, issues of career transition are related to issues of identity and transitions may be predictable or unpredictable. Second, there is a need for examining how power relationships, including gender, race and class, are interwoven within any process of transition. For example, the body remains a central site through which gender power relations operate. Her findings clearly illustrate how career progression and transitions are complex and dependant upon interactions between individual identity and social contexts.

Beth Christie provided an overview of her study that examines the ways in which young people's underachievement may be addressed through young people participating in personal and social development programmes in outdoor education. Using her evaluation of the 'Aiming Higher with Outward Bound' initiative, the ways in which student's perceptions are affected as a result of participation in such interventions is examined. Beth identifies how the Outward Bound programmes studied appeared to have had a statistically significant effect on student's perceptions of their intellectual flexibility, self-confidence and social competence. Her work also considers "the use of the non-school environments as a place for learning" and considers the role of outdoor education within the context of the current Scottish education system.

Nick Meagher examined the progression realities of the experience of 16 to 18 year olds who have experienced, often chaotic, transitions since leaving school. This research is part of a British Economic and Social Research Council funded project, Routes, that examines the "changing opportunity structures and life experiences of disaffected young people between the ages of 16 and 25 in the North East of England". The key aim of this research is to examine the ways in which these marginalised young people, for a variety of interacting factors, are "destined to fail". The experiences of the young people who participated in this research begin to indicate that "access does not guarantee academic success". This raises the question of how policies can become more "enabling", thus allowing young people to begin to experience a real sense that they have "real choices and real decisions to make".

Elaine Robson continued to examine young people's reasoning behind different progression choices, again as part of the British Economic and Social Research Council funded project, Routes. Here, she identifies how young people who 'drop out' of mainstream education "are not an homogenous group of readily identified and easy to help young people". The data collected indicated that young people have themselves "been unclear about the precise nature of the activities they have undertaken". Elaine also reminds us of the methodological dilemmas that researchers are faced with when completing data analysis. She identifies how the process of coding down the extensive qualitative data collected from this group of young people may

actually serve to reinforce the current over-simplistic understandings of 'social exclusion' and, thus, only serve to maintain policy decision making that fails to enhance the life chances of disadvantaged young people.

Nic Tucker addressed questions surrounding the processes of personal and social development in outdoor experiential learning, and how these correlate to educational outcomes. Her research questions are a direct response to the conclusions of the *Why Adventure?* Report (Barrett and Greenaway, 1995), in that this noted the lack of research regarding the processes of adventure education. Using her case study, based at Brathay Hall Trust, she begins to uncover issues surrounding the learning process and its link with personal development outcomes. Her research is illustrative of how both the experiences of young people and the professionals who work with these groups need to be examined in order to gain a greater understanding of the processes at work in a wide range of outdoor experiential settings.

Conclusions

From the overview of the research above, it is easily noted that many questions still need to be posed as we consider young people's transitions, and their processes of personal and social development. By completing research into both young people's experiences and our own professional practices we will be able to elucidate more fully the understandings that are required to address the variety of transitions that young people are faced with. This will ensure that, we not only provide the right settings for initiating change and supporting transitions for young people, but that these are facilitated in ways that meet as fully as possible the diverse needs of young people in their times of transition. However, as we complete future research this will require us to engage in our own 'research transitions', with the need to consider more fully the role and purpose of research in our own professional practices. As identified by Gilsdorf (2001, *in press*), in his use of a quote from Albert Einstein, research in development training and outdoor experiential learning seems to currently be more "a question of courage than of intelligence".

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POSTER PRESENTATION: YOUNG WOMEN'S CAREER TRANSITIONS, IDENTIES AND THE BODY

Linda Allin – University of Northumbria

Outdoor education is an employment area without a clearly defined career structure. Providers of career guidance within outdoor education highlight the diversity of potential career routes and emphasis the role of individuals in planning and determining their own career pathway (Collins, 1997). Inherent in this guidance is that, presented with a range of options, individuals make technical and rational decisions based on their own personalities that lead them progressively towards a particular desired outcome. However, it is becoming increasingly evident that careers cannot be seen purely as individual actions, but are the result of ongoing and complex interrelationships between individual identities and their experiences in the social contexts of their work and lives (*see* Hodkinson and Sparkes, 1997). In my poster, I develop this perspective by suggesting that the complexity of the transition from school in relation to outdoor education as a career is made more so by the centrality of the body to both outdoor education and to women's self-identities (Connell, 2001; Warren, 1996). The data for this poster presentation is taken from life history interviews with a group of twenty-one women of different ages who were working in outdoor education. One of the key features of this approach is that it rests on the collection and analysis of stories that speak to the turning points in people's lives (Denzin 1989). Key themes surrounding the transition(s) from school were identified from these stories.

The preliminary findings suggested that there were key themes within the women's early socialisation experiences, or 'habitus' (Bourdieu, 1977) that may have predisposed them towards an outdoor career. The most significant thread was of early informal outdoor experiences with the family and almost all enjoyed being physical, although this was not necessarily in terms of competitive sport. Partial themes included being academically 'bright' (although some were also rebellious); having early freedom from parental control; and being within an environment that fostered values of achievement for women. One third of respondents had experienced a single sex environment, either in the family environment or education system. From this background, the data showed how the young women's reflections on their initial decisions at leaving school were rooted in their social and cultural backgrounds. Typically, initial career options were continuations of subjects enjoyed or reflected cultural expectations, including those of social class and few entered outdoor education at this stage. However, serendipity, subsequent experiences and interactions with significant others also impacted, as Susan's excerpt shows;

> *I played in lots of teams and was heading for a PE teaching career until I heard about outdoor ed which I hadn't really come across...we had a visited student at Grammar school in the PE department... and it sounded brilliant, so from then on I changed course.* (Susan)

For some, more than one turning point was involved as they negotiated their identities in the context of their experiences post-school. Amanda had initially decided to study law as 'a nice sensible middle class choice' but her experiences of a 'gap year' with a voluntary organisation overseas led her to re-evaluate her identity (Strauss, 1962). This led ultimately to a self-initiated change towards a more socially oriented career.

> *I think partly like the experience of working on a refugee camp and being faced with such extreme poverty...and it was a big values clash...and so instead of University feeling like a cosy transition, it felt weird.* (Amanda)

The significance of gender identity and the body were also apparent. As a strong, confident and physically competent woman from a single sex environment, for example, Marie's story of her developing identity as a physical and then outdoor educator was viewed as unproblematic. However, one third of women reflected on experiencing conflicts relating to outdoor education career at this time. These included a lack of confidence in their own physical abilities in relation to being 'good enough' for outdoor education; early parental opposition to outdoor education as an appropriate career; and a negative experience within an interview for a outdoor training institution relating to technical competence. Lindsay was one woman who reflected on her lack of confidence in her future as an outdoor educator:

> *My heart was to be in the outdoors but (being a PE teacher) was the flip side of it...I guess I was always scared that I wouldn't be good enough to do the pursuits.* (Lindsay)

It is the suggestion of this poster that understanding the process of how career identities are negotiated, and how gender identities and the body are intertwined in the process can help us encourage young women into seeing outdoor education as a career that is both desirable and attainable for them. However, it is also important to see the transition from school as only one of the many transitions and turning points for women who become outdoor educators. Research suggests gender, identity and the body remain key issues in women's experiences and interactions in outdoor education environments (Allin, 2000; Carter, 2000; Humberstone, 1998; Loeffler, 1995; Richards and Allin, 2000; Woodward, 2000). Pregnancy and motherhood, for example, are key times when issues of gender, identity and the body in outdoor education can come to the forefront (Allin, 2000). As such, understanding women's experiences once in outdoor education employment is crucial for understanding how their identities as outdoor educators may continue or change.

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POSTER PRESENTATION: RAISING ACHIEVEMENT THROUGH OUTWARD BOUND?

A Study of the Effect of an Outdoor Education Programme on Students' Self-Perception and the Role of Outdoor Education in Mainstream Education

Beth Christie – Faculty of Education, University of Edinburgh

Introduction

This poster presents work taken from my doctoral research, which:

- Considers the origins of the progressive education movement in terms of their contribution to current educational thinking,
- Considers the philosophy and rationale behind experiential education and its possible contribution to the current educational system in Scotland,
- Considers the use of the non-school environment as a place for learning through an evaluation of North Lanarkshire Councils 'Aiming Higher with Outward Bound' initiative,
- Evaluates the 'Aiming Higher with Outward Bound' initiative using the 5-14 national curriculum guidelines as a framework for analysis,
- Discusses the role of outdoor education within the context of the current Scottish education system.

This poster focuses on the evaluation of the 'Aiming Higher with Outward Bound' initiative. The initiative began in 1997 with the aim of tackling underachievement in S4 pupils by giving 1000 pupils out of a cohort of 4000 an opportunity to take part in a five day personal and social development course at Outward Bound Scotland. North Lanarkshire Council premised their initiative on the work of Howard Gardener (1993) and his theory of Multiple Intelligence. North Lanarkshire Council believe that qualities such as self-esteem, motivation, determination, 'stickability' and high aspirations are more likely to be positively associated with success than cognitive abilities.

The question remains, however, do these outdoor education programmes work? Generally speaking, the supporting evidence is often fragmentary, anecdotal, and based on studies involving small numbers and restricted populations (Cason and Gillis, 1994; Barrett and Greenaway 1995; Hattie *et al*, 1997; Neill and Richards 1998).

Method

In order to combat these issues, the Aiming Higher initiative has been evaluated using a combination of research techniques:

- Participant observation (n= 4)[1]
- Individual interviews (n=4)
- Group interviews (n=53)
- Pre-post questionnaires (n=469)

The Life Effectiveness Questionnaire (LEQ) (Neill, Marsh & Richards:1998) was used. The LEQ aims to measure students life effectiveness in eight different areas: achievement motivation; active initiative; emotional control; intellectual flexibility; self-confidence; social competence; task leadership and time management.

Results - (based on research carried out in 2000 only)

The pre-post results of the LEQ point to an overall effect of the outdoor programme. The impact of the programme on students' perception is, however, stronger in some areas than in others. The programme appears to have had a statistically significant effect on students' perceptions of their 'intellectual flexibility', 'self confidence' and 'social competence'.

The programme's aims are clearly stated in current documentation from the local authority as 'helping students to develop confidence and self-esteem and to contribute to the education department's strategy for raising achievement'. It is the local authority's belief that achievement should be marked not solely by academic or vocational attainment, but also by key attributes such as the development of self-esteem and self-determination, good interpersonal skills and community involvement.

There is an obvious link, therefore, between the results of the questionnaire and the aims of the outdoor programme. The significant changes in the students' self-confidence, in their actions and in their interactions with others would indicate that the programme is having some success in reaching its goal. This is a promising indication of the outdoor programme's effectiveness and is supported by comments from students themselves. The triangulation between the various methods used helps to reinforce the effectiveness of the programme. One boy sums it up nicely (albeit with some interesting reservations):

> *For once people thought I was bright ... folk kinda thought I was like brainy... and I thought 'yeah' I am brainy for once... and then I came back to school with a bang...dopey...dunce.*

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And from another student, a girl this time:

> *I am better at decision making and communicating with other people, as you've got to like, communicate with the whole group. I've got more confidence to do stuff.*

Further Work

Analysis of the 2001 LEQ data is currently underway, it is hoped that this will ensure the reliability of the questionnaire and support the results from the previous year. The research is planned for completion in March 2002.

Endnote

[1] These figures represent the number of pupils involved in each stage of the research. These figures are taken from the research carried out in the year 2000.

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POSTER PRESENTATION: YOUTH TRANSITIONS IN THE NORTH-EAST: PROGRESSION REALITIES 16 TO 18

Tony Edwards and Nick Meagher – Newcastle University

The Routes project is a major three-year research initiative funded by the British Economic and Social Research Council. Using an innovative combination of quantitative and qualitative survey techniques, it tracks the changing opportunity structures and life experiences of disaffected young people aged between the ages of 16 and 25 in the North East of England. The project focuses on the kinds of young people who are hardest to reach, hardest to help and least accessible to researchers. In its aim to identify 'obstacles and aids' to achieving adult independence, it raises issues directly relevant to recent policy reports designed to reduce social exclusion, particularly that from Policy Action Team 12 (Social Exclusion Unit, 2000).

That report highlights - 'the complex disadvantage faced by certain groups of young people such as those who grow up in care, in poverty, in deprived neighbourhoods, or who do badly in school, and the inadequate response young people have often had from a fragmented set of services that do not organise around their needs'. A key question for the Newcastle research is the extent to which such marginalised young people are, for these inter-acting reasons, destined to fail.

There is now substantial evidence that young people who lack even accredited 'basic skills' find it very difficult to obtain and keep a job; that non-participation in education and training during the years 16-18 is the most powerful predictor of unemployment at ages 21 and 23; and that being out of education, training or employment for six months or more between 16 and 18 'has severe additional effects on otherwise similar people' (Social Exclusion Unit, 1999). These facts would seem to indicate trajectories of failure from which escape is very difficult, and, therefore, predictably unlikely. That Report also concludes that it is young people 'disproportionately from poor backgrounds in deprived areas' for whom the routes into adult life are confused and lacking in clear goals and transition points'. In contrast, "there is a clear structure for those who do best at school. The achievement of high status qualifications and entry into the places to which they lead, provide a clear goal and what can be seen as a rite of passage" (SEU, 1999: 8). In short, those who might benefit most from 'clear structures' are the least likely to find them, are most at risk of drifting unaided, and are required to make potentially critical life choices much earlier than their contemporaries, for whom extended full-time education provides a respectable 'waiting-room' in which they can delay decisions and consider their options (Power *et al*, 1999).

In recent years, however, Government policies have denied many of those under the age of 18 either unemployment benefits or a minimum wage. Training Providers have also extended the access to traditionally middle-class 'waiting rooms' to increasing numbers of disadvantaged

young people who would previously have been excluded from the education system at the end of its compulsory stage, if not before.

This was the situation of most of the young people who participated in the 'Routes' project. Our research is exploring the ways in which they responded to these changes, and whether they saw themselves as having real choices at all. Are the new policies creating new and genuine opportunities, or encouraging unrealistic hopes and expectations, or merely relocating a stage of still largely unsupported and undirected 'drift'?

Evidence from the project indicates that access does not guarantee academic success, and that low level academic credentials do little to assist ensure progression to employment and independence. On the contrary, there is a danger for many marginalised young people that what is happening only delays and prolongs what Bourdieu *et al* (1999) refer to as 'the process of elimination'. This is especially distressing when the young people interviewed appeared not to have recognised this, but instead to have retained the optimistic belief that in a year's time they will be in full-time employment.

Typical of the experience of many of our informants is the young woman whose belief was quickly undermined. In her account :

> *The college course, as I said, was a City and Guilds Certificate in teaching Adult Basics, which I've always been interested in since I've had my son. I've thought, I was told I was going to get nowhere, I was fifteen year old when I had him. I thought, I want to show other young girls who have had kids, or people who are on the dole and they haven't finished school, that they can actually go out and make something of theirselves. That it isn't the end.*

Equipped with this qualification, the outcome was very different from that which she had anticipated:

> *With being used to being out four days a week, and then I'm coming home, and I'm sat there, my head used to bust. I used to just go for a walk on the sea front by myself. Plus my little boy started school, so I lost him during the day, so now I'm sat in the house all day by myself with nothing to do.*

In interpreting the many interviews already completed, and determining what common patterns are discernible in the circumstances which these young people have described, we are in effect testing the level of confidence embodied in recent government policy about creating employment opportunities for young people otherwise at high risk of perpetuated disadvantage. That confidence is supported by evidence that the restructuring of employment and other social changes are so blurring traditional youth transitions that they have become much more individual, complicated, and open to negotiation. But it is also challenged by evidence that "the old structures by which pathways to occupational achievement were established in the past are

still quite firmly in place" (Bynner *et al*, 1997:50-51). In the search for more effective enabling policies, we are testing the power of structural interventions to transform the capacity of such young people to help themselves, to feel that they have real choices to consider and real decisions to make.

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POSTER PRESENTATION: PASSIVE AND ACTIVE CHOICES BY YOUNG PEOPLE IN TRANSITION: YOUNG PEOPLES REASONING BEHIND DIFFERENT PROGRESSION CHOICES

The ROUTES Data Base: Qualitative Data

Nick Meagher and Elaine Robson – Newcastle University

The Routes database consists of the results from 502 questionnaires that were individually administered by researchers as interviews to young people between the ages of 16 and 25 on Tyneside. These young people have been characterised as, '... 'low achievers' and potential drop outs from National Youth Surveys ... who have traditionally not responded to cohort surveys, and whose absence from the resulting data has unbalanced the conclusions drawn from it'. Over 400 of the responses contain varying amounts of qualitative interview data.

Analysis of the qualitative data is problematic. Initial 'coding down' of verbal responses, additional comments and interviews has remained as true to the sense of the original remarks as possible. In some cases this has produced extensive coding frames to which the application of traditional statistical methods would not be productive. What this coding has achieved is a paradigm of the lack of clarity that characterises these chaotic lives. The coding categories reflect the language of the young people and in consequence contain overlaps and contradictions where respondents have themselves been unclear about the precise nature of the activities they have undertaken. For example, in differentiating between Youth Training, New Start, work related curriculum courses, Careers Clubs, Pupil Referral Units and so on and so on.

This lack of clarity is itself an important finding. According to the Prime Minister, around 160,000 young people annually drop out of mainstream progression after leaving school[1]. But ROUTES research shows that these 'drop outs' are not a homogenous group of readily identified and easy to help young people. By the age of 18 many of them have done four or five different things, including Youth Training (sometimes more than once), a period of employment of one kind or another, started a College Course, registered as unemployed, or simply disappeared from institutional records for a while. The figure of 160,000 is therefore a substantial underestimation, drawn from a very much larger population that is constantly changing[2] and which includes some of the hardest young people to contact, and some of the most difficult to help. Even this description, although accurate as far as it goes, remains problematic for two reasons. First, it retains the sense of 'othering' so convenient to those who wish to separate and delimit this group. Second, it obscures the presence within it of a large number of young people whose struggle with mainstream progression results not from the very visible impact of 'multiple disadvantage' but from the invidious cumulative effects of relatively minor obstacles, problems, dilemmas and choices. In order to simplify and so more easily

'make sense' of this data it is tempting to code down the responses much further. It would be possible to do this with the 'activities' list. For example, by using just two categories such as 'mainstream progression' (including further education, training or employment) and 'something else' (including all other responses), or by conflating responses that seem as though they may be very similar, i.e. 'unemployed and not claiming benefits' and 'nothing, just hung around'.

There are strong arguments against doing this. Coding down from thirty-eight to two or three categories promotes and endorses the simplistic assertions associated with much of the rhetoric of social exclusion: conflating categories replaces the individual 'voice' of the respondents with speculation in order to pursue statistical manipulations that become less and less meaningful, whilst increasingly pathologising these young people as idle layabouts, prone to petty theft and pregnancy (*Bridging the Gap*, 1999, 4.1: 31). By approaching data in this way the voice of the respondents is drowned out by the more strident cries of the researcher. One use of the ROUTES data may be to construct a methodological critique along these lines. There are other more profitable ways in which the data may be approached. A subset could be selected on the basis of interest in a particular variable such as gender or the experience of homelessness. Case studies would illuminate a particular theoretical construct, or the actual impact of changing policies. Outcomes for respondents who describe their progression in active ('I wanted to get a qualification') rather than in passive ('there was nothing else I could do') terms could be compared.

It is important, however, not to use this data simply to pursue the familiar ambition of 'shock new discoveries' and in doing so become indistinguishable from the queue of researchers waiting to turn the distress of these lives to their own advantage. The young people who spoke to us have been pawns in other people's games for long enough. The ROUTES database allows us to reflect on the life chances of disadvantaged young people, the nature of the opportunities accessible to them, the ways in which support is made available and progression is structured. We are in a position to ground these reflections in theory and policy and present our findings in ways that will illuminate the thinking and focus the minds of decision-makers.

ENDNOTES

1 In the introduction to the SEU Report *Bridging the Gap* (1999)

2 This point is reinforced in *Bridging the Gap* (1999, 3.6 .23) . 'On average between the ages of 16 and 23 young people experience seven or eight spells of education, work, training or economic inactivity'. And these are the young people who remain visible.

ROUTES School Leavers summary statistics
(There are 503 records of what they say they did)

Table 1 : Destinations of ROUTES Cohort

Destination	Number	%
Mainstream destinations:	**308**	**61**
Sixth form	33	11
College	96	31
Youth Training/GST	109	35
Employed/In Work	63	20
Self Employed	1	0
Voluntary Work	6	2
Alternative destinations	**195**	**39**
Unemployed	74	38
Unemployed not claiming	43	22
Nothing! Hung around	29	15
Helped at home	1	1
Odd Jobs	2	1
Holiday	2	1
Note: This amounts to about three-quarters of these 195 young people		
Attended tuition Centre e.g. PRU	12	6
Careers Club	6	3
SRB taster course	3	2
Maternity! FT mother	2	1
Into care/foster care	2	1
Petty crime	2	1
Secure unit	1	1
Start up Scheme	1	1
Attended project (e.g. the Base)	1	1
Training course not specified	1	1
Home tutoring	1	1
Moved area	1	1
Incomplete information returned	11	6

Of those who did not follow mainstream destinations, 87 (45 percent) had not completed Year 11. The reasons they gave are shown in Table 2.

Table 2 : Reasons Given for Non-Mainstream Progression

Reasons for not completing school	Number	%
Permanently excluded	21	25
Hated it/had enough	21	25
Just stopped going	13	15
Moved (and didn't resume school)	5	6
Family problems	4	5
Personal problems	3	4
Bullies	3	4
Health reasons	2	2
Couldn't do the work	2	2
Pregnant	2	2
Switched courses (against will)	2	2
To look after my family	1	1
Death in family	1	1
Homeless	1	1
Couldn't get on with other pupils	1	1
Unrealistic demands	1	1
Too far to travel	1	1
Didn't get on with teachers	1	1

Of these young people who did not follow mainstream destinations, 139 (71 percent) admitted to having truanted from school at some time or other. The reasons they gave and their thoughts about where their 'choices' had led them follow. These accounts are almost all in the words of the young people we spoke to. *(Interviewer prompts and comments are in italics).*

Reasons for Doing What They Did

Unemployed and looking for work

• I just dossed about, I need money to live on 'cos me mam wouldn't have us. I thought, I've just left school so I'm gonna get me money and just get drunk all the time and forget about it.

• He could not find a job and his disability hindered his finding one. Due to the benefits he was on getting a job would have meant a loss in income.

- I just went hung round the careers office once a week.

- I just wouldn't do nothing, I just sat in the house all the time, just wouldn't do nothing.

- I couldn't find a job

- I just had no real knowledge of any jobs, of how to go about getting any, go about getting interviews or anything. I didn't really know how to sign on or anything I just had to work it out meself

Maternity

- I wouldn't say I decided, it was my mum and father both work so it was trying to fit in childcare between them, and then when I wanted to go back part time (to school) I wasn't allowed and there was no childcare available for me to go into school fill time or part time. School was telling me when I had to go, not trying to work it round me and my son so basically I had no option. I either left my son all day every day like going to school in school uniform and coming home and being a mum or I give it up and then do it once my son was old enough and there was childcare available.

Petty Crime

- There was nowt else to do, what else is there to do? There's nowt round the Meadow Well to do so...

Careers Club

- He wanted training, and knew that the careers club could help him get more qualifications.

Unemployed and not claiming benefits

- Nothing, because I was still in care and because like I stayed in care they were continuing looking after us and when I came over here I was able to get benefits and that. I just didn't find the right thing to do I wasn't ready, I was still a bit childish. I tried to get into college ... I think it was the first year I moved into here, I rang the College and I asked when the open evening was for the media course, because by the time I'd left school and moved here I wanted to be a journalist, so I asked for the course in media and they said there was a open evening in January... and then I had an interview for the Vermont Hotel which was like just a bit of money so I didn't bother going to the open evening thinking that it would be a full time job. Then the course just wasn't happening. (What Happened in the interview?) I got rejected, I hadn't experience as a receptionist. I've had a few interviews for like receptionist but they

rejected us for not having any experience, so now I'm waiting for an interview with a training course.

• I divint knar, 'cos me little brother ... well first I started wagging school and then, 'cos I was like dead naughty when I was at school, then my brother got diagnosed with leukaemia so I never went back. But then I was going to go back - 'cos me mam got a fine - and eh the what d'yer call her the wagger woman she 'em had to go to the judge in chambers and stop the fine. That was only because me little brother was bad. Then when I was meant to go back me little brother died. At first I was wagging and that and then I went for a couple of days and then I didn't go at all. I just hung around the house and that.

• He was expelled from school-had no qualifications-found it difficult to find work.

SRB Taster

• Got expelled for truancy and they just sent us here, I was just clarting on and getting kicked out weekly and that and they just said come here. They sent us here, the school and the education welfare officer.

Nothing, 'just hung around'

• *No other schools would take him on* : I got told that [a PRU] were ganner take us and she says, 'We'll learn yer living skills and that', she says, 'I'll get in contact with them' but she never phoned back or nothing. In 98, what was it, it had come through the door a letter saying er I should have been attending [school] like the year before that, so they must've accepted us, but I'd left so I got lost yer knar (S*o what did you do?)* I was just going out roguing and all that (*what's roguing?)* Like pinching things and that, cos I had nothing to dee then did I, was kicked out of school. (*Did you get into trouble?)* Aye, I didn't even have a criminal record and that when I was at school and now I've got one, I've even been in jail for 2 weeks an all.

Attended Tuition Centre

• Well I had been off for quite a while and then school board man had come round and said er I didn't have to go back 'cos it didn't seem like I wanted to and they weren't going to force us into it anymore. So I was just left to me own devices really. He had tried like getting us into College and I tried a taster but I found the work a bit easy 'cos it was just for computers, for CLAIT, and I seemed to fly through it the first week. I never really did anything for a while 'cos I was in something with Barnados: Simonside lodge or something. Like Careers had suggested it and I said I would give it a try but I wasn't, I didn't really feel comfortable there 'cos there was... I wasn't used to being in a group of people having been out of school for a bit. (W*hy did you go?)* Just to help us work with group but er it failed 'cos er, in here I'm still

having a bit bother now but I was working alright for months then all of a sudden it just collapsed all around us.

Received home tutoring

• Erm, bad grades, my mother pulled me out 'cos of the bad grades and then I was getting death threats so I got ripped out of school, quite brutally.

Was not Following Mainstream the Right Thing to Do?

Some thought 'Yes'

- 'Cos I wasn't getting enough help when I was at school, they weren't helping us a lot with me work and that's how I didn't get good grades in me exams, so I says looka, I'm not coming back. They says 'awe come back', I says na. They asked us to come back and I says na I wasn't having it. 'Cos I knew if I went back they'd give us the work I started in third year and first year and I just wasn't having it.

- I'd have liked to do me GCSEs but I wouldn't've got any. I don't think I would've done well 'cos I wasn't deeing them much at school 'cos I was clarting on all the time so I'm glad I came here and started this…

- 'Cos I now know that if I do a 12 week foundation course I'll get a NVQ level 2 in care.

- Because it was 16 year of having me head done in, I mean I can see other people's points where they'll say, 'Right you need to leave school and get into a job straight away and earn some money' and that but I [inaudible].

Others thought 'No'

- Since then I've gone from homeless place to homeless place. I've had 3 different flats, well 2 houses, I'm on to my third flat now. I've had a baby and I'm pregnant. I wouldn't change it for the world, my baby and son but it's really basically wrecked me life and I know that now and I appreciate that 'cos I can't never go back to college until the kids are old enough for me to go back and by that time it's me life gone quite basically.

- I've always found it better working on me own cos there's less distraction but. *(Why?)* It helped us a bit but I wished I'd, like now, when I look back, I wish I'd stayed in school and just stood up to all the bullies that were there 'cos…

- Well me dad didn't know that I wasn't going to school, he thought I was still going to school, but me Main she wasn't really bothered that I wasn't going to school. At the time I got in like

with the wrong company and I used to, erm, go shop lifting and stuff like during the day and like when I started doing that it just become a habit all the time so I used do it all the time ... but I don't do it now because I packed it in doing it years ago. I wished I'd have stayed at school and got some qualifications. But the trouble is that although I did miss a lot of school I got a letter through, like, before I got the letter through I went back to school and they says there's no way you're getting entered for your exams and I got a letter to take home. I could had a go at me exams and probably I might have passed some of them but they didn't even give us the chance to take them they says I wasn't able to enter with having time off.

- 'Cos looking back I wish that I had stayed at school and gotten me GCSEs and that.

- I regret it, but I... what's the point going to school when you are getting no help. But now I have no qualifications.

- Because now I'm no where, I haven't got the money I need to live on. I see some of my friends driving round in nice cars and wearing nice clothes, and I've got none of that because I can't afford it.

- I needed money, I needed to buy clothes with it and trainers and shoes and I scrounged off me Dad all the time, me Dad was getting sick 'cos I was scrounging. That's the main thing, your parents go to work for yer and you scrounge their wages.

- Well no it's not the right decision 'cos it's not like what you should be doing ... I didn't really have much of a choice 'cos I didn't have the results from school that I should've you know? That's what really angers us because I shouldn't be coming here you know? I should actually be out in an office job or something that I wanted to do. *(Could you not have stayed on at school?)* That's what I said before, because they apparently said there's no more room for the students ... there was no choice we had to go.

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POSTER PRESENTATION: A RESEARCH CASE STUDY: OUTCOMES AND EDUCATIONAL PROCESS OF BRATHAY HALL TRUST YOUTH OUTDOOR EXPERIENTIAL PERSONAL AND SOCIAL DEVELOPMENT COURSES

Nic Tucker – Brathay Hall/ Nottingham University/ Foundation for Outdoor Adventure

The aim of the research is to address the conclusions of the *Why Adventure*? Report (Barrett and Greenaway, 1995). Why Adventure highlighted the lack of research regarding the process (the how and why rather than what) of adventure education and those that use outdoor learning and challenging activities as a medium. It further highlighted the lack of young people's experiences being researched. The conclusions regarding process are not new and have been made as early as the 1970's (*See* Shore, 1977). To address these issues an appropriate methodology had to be used. The following quotes highlight this issue in a pertinent way:

> Experiential education has been dominated by evaluation criteria that are philosophically out of tune with experiential theory and practice.
> (Warner 1999: 300).

> Meaningful methods of evaluation of experiential programmes ... [through using qualitative methodologies] ... are particularly valuable in experiential settings where each learner has a unique response to the program. Methods that fail to capture individual differences miss the true depth and variance of experience.
> (Kolb, 1991: 41)

A case study methodology was / is being used to collect research data on the process and outcomes of Brathay Hall personal and social development courses. This involved / involves, having a holistic and experiential view of the research. Research information so far has been collected from young people participating in Brathay courses, the young people's youth workers, teachers, personal advisors, team leaders and from the Brathay training staff who deliver the courses. Through participating in the courses myself I was also able to gather observation data. Documents, video recordings, description of the physical space and the use of evidence from review activities have also, so far, added greatly to the research evidence.

From the data analysis, which involved both direct interpretation and collaboration with research participants, a number of significant elements have emerged regarding the process of the development training experience at Brathay (*See* Figure One). From this some assertions have been made in light of adventure education / experiential theory regarding the learning process at Brathay hall and its links to personal development outcomes (*See* Figures Two and Three). The research is as not yet complete, I am still collecting follow up data and also asking further questions of the data gathered so far. Further, there is also a need to look at the wider

educational research literature and map the evidence found at Brathay to current research on learning. This including asking constructive questions of the process of learning in experiential outdoor settings such as Brathay, which will hopefully continue to, not only be a part of the reflective processes of practice at Brathay, but also in a wider context.

Figure One: Emergent Themes

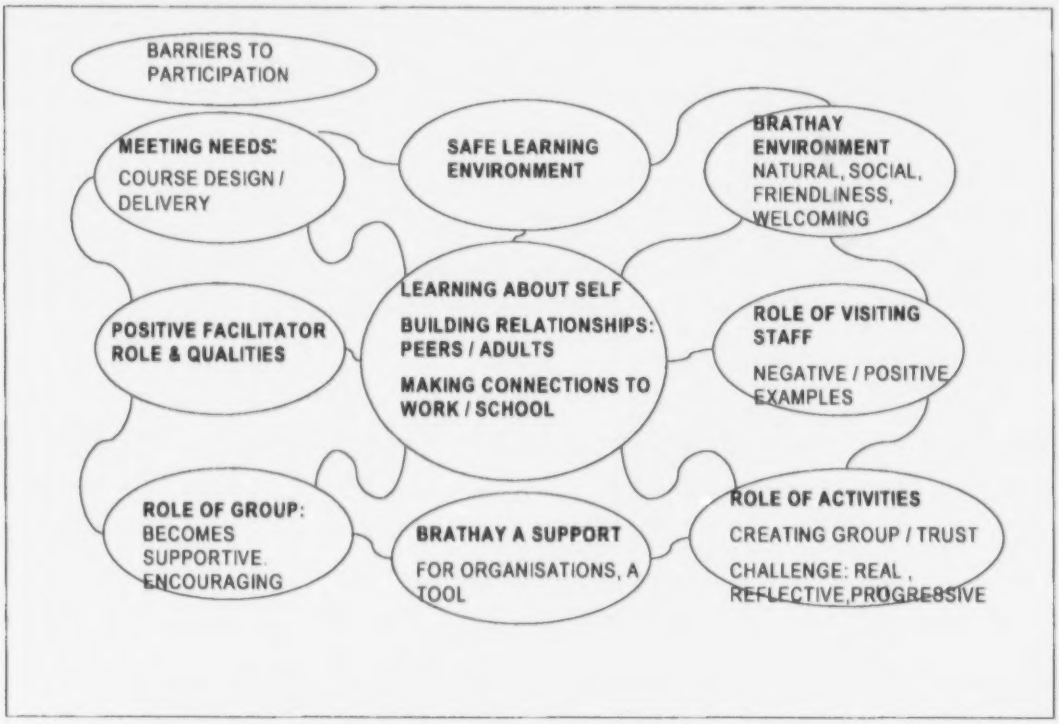
BARRIERS TO PARTICIPATION
MEETING NEEDS: COURSE DESIGN / DELIVERY
SAFE LEARNING ENVIRONMENT
BRATHAY ENVIRONMENT NATURAL, SOCIAL, FRIENDLINESS, WELCOMING
POSITIVE FACILITATOR ROLE & QUALITIES
LEARNING ABOUT SELF
BUILDING RELATIONSHIPS: PEERS / ADULTS
MAKING CONNECTIONS TO WORK / SCHOOL
ROLE OF VISITING STAFF
NEGATIVE / POSITIVE EXAMPLES
ROLE OF GROUP: BECOMES SUPPORTIVE. ENCOURAGING
BRATHAY A SUPPORT
FOR ORGANISATIONS, A TOOL
ROLE OF ACTIVITIES
CREATING GROUP / TRUST
CHALLENGE: REAL , REFLECTIVE,PROGRESSIVE

Figure Two: Theoretical Analysis

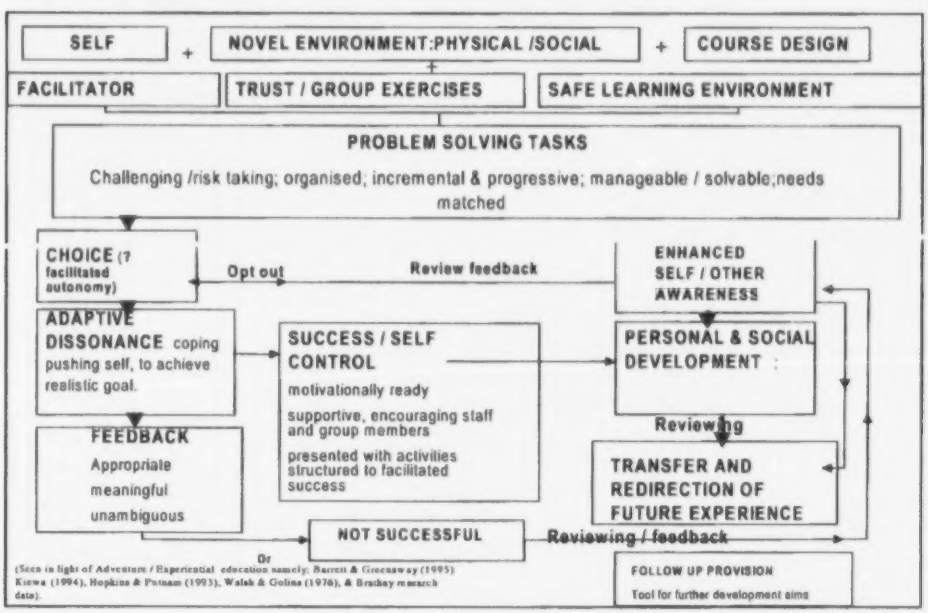
SELF
NOVEL ENVIRONMENT:PHYSICAL /SOCIAL
COURSE DESIGN
FACILITATOR
TRUST / GROUP EXERCISES
SAFE LEARNING ENVIRONMENT
PROBLEM SOLVING TASKS
Challenging /risk taking; organised; incremental & progressive; manageable / solvable;needs matched
CHOICE (? facilitated autonomy)
Opt out
Review feedback
ENHANCED SELF / OTHER AWARENESS
ADAPTIVE DISSONANCE coping pushing self, to achieve realistic goal.
SUCCESS / SELF CONTROL
motivationally ready
supportive, encouraging staff and group members
presented with activities structured to facilitated success
PERSONAL & SOCIAL DEVELOPMENT :
Reviewing
FEEDBACK
Appropriate
meaningful
unambiguous
TRANSFER AND REDIRECTION OF FUTURE EXPERIENCE
NOT SUCCESSFUL
Reviewing / feedback
Or
FOLLOW UP PROVISION
Tool for further development aims
(Seen in light of Adventure / Experiential education namely: Barrett & Greenaway (1995) Kiewa (1994), Hopkins & Putnam (1993), Walsh & Golins (1976), & Brathay research data).

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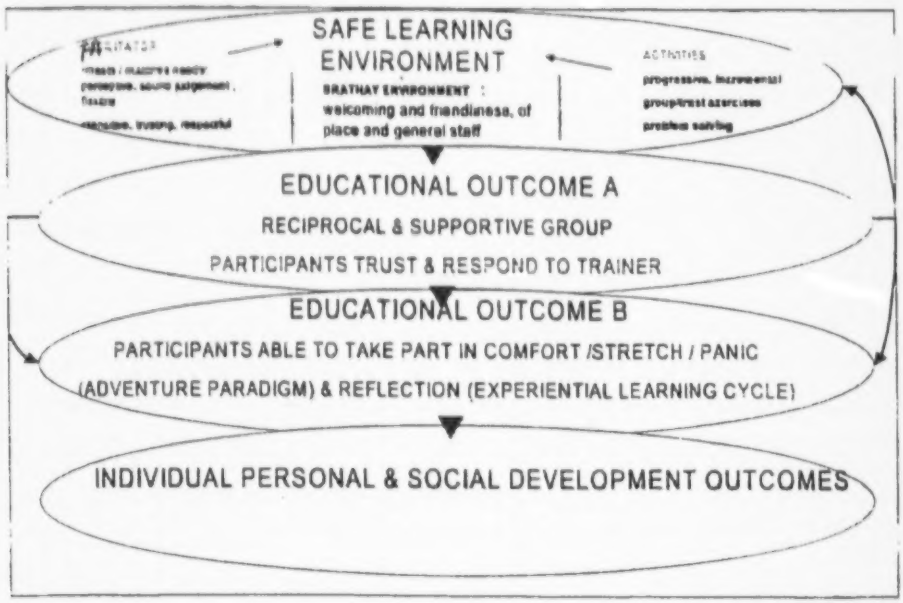
Figure Three: Assertions: Essential Elements


SAFE LEARNING ENVIRONMENT
EDUCATIONAL OUTCOME A
RECIPROCAL & SUPPORTIVE GROUP
PARTICIPANTS TRUST & RESPOND TO TRAINER
EDUCATIONAL OUTCOME B
PARTICIPANTS ABLE TO TAKE PART IN COMFORT /STRETCH / PANIC
(ADVENTURE PARADIGM) & REFLECTION (EXPERIENTIAL LEARNING CYCLE)
INDIVIDUAL PERSONAL & SOCIAL DEVELOPMENT OUTCOMES

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PRESENTATIONS BY YOUNG PEOPLE

Leicester & Impact Housing Associations

These presentations described two schemes designed to bring young homeless people back into mainstream housing. The Impact scheme revolved around a progression from sheltered, to semi-sheltered, to mainstream housing as the young people participated in personal development programmes which supported their readiness to "go solo". The Leicester scheme involved a self-build project, in which young people developed practical and inter-personal skills in order to renovate a derelict building to create their own living space.

The first presentation was by Leicester Housing Association, and involved a group of five young people plus two Association workers. Using presentations and a rap session, the group introduced the project, giving a history of how it originated, and where they had progressed to currently, and about how their experiences at Brathay had contributed to their ability to change their lives. The audience took a keen and serious interest in what the young people had to say, and were both inspired and amused by the ability of the young people to put across their feelings using rap.

The second presentation was from Impact Housing Association,. The project was introduced by a worker from the Association, and then young people participating in the project fielded questions. Once again, there was lively interest from the audience, with a good range of questions being asked.

Overall, both schemes received a warm welcome from the audience, who were impressed by the commitment to better their lives demonstrated by all the young people involved.

APPENDIX ONE

BRATHAY – A BACKGROUND

Brathay Hall Trust is an educational charity which for over 50 years has pioneered a distinctive approach to development training. In 1946, the Chairman of the Provincial Insurance Company, Francis C Scott, founded Brathay originally to provide young employees from Industry with the opportunity of widening their horizons through new experiences and challenge. Brathay's situation in the heart of the Lake District, with fell and lake next to the Hall, gave ample opportunity for this.

Brathay's central purpose in the new millennium is to provide quality development training for young people. The aim is to encourage a sense of real achievement; of getting things done; to increase self confidence and widen horizons; to improve understanding of self and of others; above all, to help in the formulation of real plans for the future – action, not just intentions. Courses are designed by experienced training consultants to meet the specific needs of individuals and their organisations.

Brathay courses are based on experiential learning - active participation in adventurous activities, art and drama followed by creative reviewing and learning from each experience. This learning is then applied to the next task, and built upon. Projects are carefully designed to encourage leadership, teamwork, planning and good communication.

Brathay seeks to influence educational policy at all levels, and invests heavily in research into experiential learning. Brathay employs one full time and one part time researcher, and sponsors a PhD student at Nottingham University. In addition, Brathay organises conferences to share best practice between educational professionals and those involved in the field of development training.

As Brathay continues to grow and increase its influence, it seeks to develop new ways of working. In addition to our core ongoing work with many youth organisations, Brathay has recently launched its 'Discovery' programmes, aimed at delivering quality development training opportunities to secondary school groups. Brathay has also successfully piloted 'Solid Ground', a 5-day programme aimed at year 9 students and delivered over 3 terms in the school environment.

Brathay subsidises its youth work with a surplus generated by the corporate training team, who deliver top quality training to many public and private sector clients. In addition, Brathay employs a full time youth fundraiser, who seeks to maximise our impact on young people by seeking funding for groups who may otherwise find funding difficult.

APPENDIX TWO

SPEAKER AND WORKSHOP PRESENTER BIOGRAPHIES

Ivan Lewis

Ivan Lewis is Parliamentary Under-Secretary of State for Young People and Learning, at the Department for Education and Skills. His many responsibilities include:

- The Connexions Service;
- The Careers and Youth Services;
- Volunteering;
- Study Support;
- The Summer Activities Initiative for 16 year olds; and
- Pupil welfare and school security.

Ivan Lewis has been MP for Bury South since 1997, and was a member of Bury Metropolitan Borough Council from 1990 to 1998. Before becoming an MP, he worked in the voluntary sector for over ten years.

Professor David Hopkins

David Hopkins is Professor of Education at the University of Nottingham. He is also Chair of the Leicester City Partnership Board and a member of the Governing Council of the National College for School Leadership.

His professional interests are in the areas of teacher and school development, educational change, teacher education, and policy implementation and evaluation. He is a long time consultant to the OECD and DfES on issues of School Improvement and Teacher Quality, and has lectured and consulted in some twenty countries on these themes.

He has previously worked as an Outward Bound Instructor, Schoolteacher and University and College Lecturer. Prior to coming to Nottingham in 1996, he was for ten years a tutor at the University of Cambridge Institution of Education. He is a qualified Mountain Guide.

Tom Bentley

Tom Bentley is Director of DEMOS, Britain's leading independent think tank. A DEMOS researcher since 1995, in 1998 and 1999 he worked as a special adviser to David Blunkett MP, former Secretary of State for Education and now Home Secretary.

He has been described as 'one of Britain's leading policy entrepreneurs' by the Australian Financial Review, and as 'one of four men who think for Britain' by the Financial Times. His work has been published in at least fourteen countries.

He was born and educated in the East End of London, and studied Politics, Philosophy and Economics at Oxford. He is a trustee of the Roundhouse and of Community Action Network, and chairs the steering group of the Centres for Curiosity and Imagination.

His publications include *Learning Beyond the Classroom: Education for a Changing World* (Routledge 1998), described as 'one of the key education books of the decade' by the Times Educational Supplement. He has also published: *The Creative Age: knowledge and skills for the new economy*, with Kim Seltzer, Demos, 1999; *The Real Deal: what young people really think about government, politics and social exclusion*, with Kate Oakley, Sian Gibson and Kylie Kilgour, Demos, 1999; *Destination Unknown: engaging with the problems of marginalised youth*, with Ravi Gurumurthy, Demos, 1998; *Employee Mutuals: the 21st Century union?* with Geoff Mulgan, Demos 1996; *Surfing alone? E-commerce and Social Capital* with Ben Jupp for Forum for the Future, in *Digital Futures – Living in a Dot-Com World*, Earthscan, 2001.

Maggie Farrar

Maggie Farrar is the Director of the National University of the First Age. She started her teaching career in London and after working as a Deputy Head in Hackney she moved to Birmingham to become the founder Principal of the UFA in Birmingham. The national UFA works with over 25 LEAs supporting the setting up of extended learning programmes in school and community settings to help young people to realise their true learning potential.

Gervase Phinn

Gervase Phinn taught in a range of schools for fourteen years before becoming an education advisor and school inspector. He is now a freelance lecturer, broadcaster and writer, a consultant for the Open University and the Visiting Professor of Education at the

University of Teesside. He has published many articles, chapters and books and edited a wide range of poetry and short story collections, but is probably best known for his two best-selling autobiographical novels, *The Other Side of the Dale* and *Over Hill and Dale*.

Alistair Smith

Alistair Smith has been described as 'the country's leading trainer in modern learning methods'. He is the author of six books and has given over 500 presentations on his work to audiences in the UK and abroad. In his time he has played professional football, dyed about 1000 tons of wool, laid about 20 miles of motorway, and told lies about Wordsworth for a living. His next book 'The Brain's Behind It: Brain Science and the Classroom' is due out in January 2002 and promises to separate facts and fallacies about what is claimed about the brain and learning.

1A Bryan Abell & Zac Holland

Bryan Abell & Zac Holland work for ASCENT, which is part of Nottinghamshire County Council's Youth Service and uses adventure as its main tool for the personal and social development of young people.

Bryan Abell is a qualified youth worker and has worked within the adventure sector for 16 years, starting with delivering YTS residentials in South Wales, and then working with the disaffected youth of Merseyside for the Knowsley Youth Trust. During his 10 years with Nottinghamshire County Council he has turned the 'Transformer Project' (a mobile adventure base employing 2 staff) into ASCENT, which now employs 10 full time staff and a team of 20 part time staff, operating from its urban adventure base on Kings Mill Reservoir in Mansfield.
Zac Holland co-ordinates and delivers ASCENT's courses with socially excluded young people. Zac has been an integral part of ASCENT for the last 7 years; he is a youth worker, a cave diver, and a keen cyclist. His previous work has included being a miner and a special needs assistant. He is born and bred in Nottinghamshire and builds upon many life experiences which are similar to the young people with whom he now works.

1B Pippa Leslie, Deborah Michel & Barry Hymer

Pippa Leslie is a Raising Achievement Co-ordinator with the Barrow Community Learning Partnership (BCLP), part of the Barrow-in-Furness Education Action Zone. She is co-ordinator of the Partnership's Thinking Skills Transfer Programme. Deborah Michel and Barry Hymer are currently developing the concept of wise thinking, wise behaviour within the BCLP. Previously Deborah was Senior Educational Psychologist in

South Cumbria where she developed the Primary and Secondary Behaviour Curriculum. Barry is also an educational psychologist and for 5 years he co-ordinated Cumbria LEA's Able Pupil Project.

1C Paul Adams & Liz Twyford

Paul Adams has been working as a qualified youth & community worker and volunteer for the past 16-years in both the voluntary and statutory sectors. As National Youth Officer for the Development Education Association he is responsible for the support and development of 'global youth work' nationally, this involves designing and delivering accredited training programmes and supporting organisations and individuals interested in developing training, policy and practice.

Liz Twyford has been working as a Youth to Youth project supervisor for Voluntary Service Overseas for the last year, supporting eight young people engaged in development work in Cameroon. She is now a programme officer, responsible for overseas programme development and UK-based training of volunteers. Youth to Youth has been supported in this trai ng by the Development Education Association, and continues to build strong links.

1D Phil Donnison & Kaye Richards

Kaye Richards has recently been appointed as Research Leader at Brathay. She is co-editor of the Journal of Adventure Education and Outdoor Learning. Her PhD research has focused on the design, implementation and analysis of an adventure therapy intervention for women with eating disorders. She is actively involved in the development of postgraduate training in adventure therapy, editor of the Proceedings of the Second International Adventure Therapy Conference, and a member of the International Adventure Therapy Working Group. When she gets the time she enjoys mountaineering and fell running.

Phil Donnison is an Occupational Psychologist, Outdoor Educator and Management Consultant. Based in the Lake District, he now works for the Academee consultancy, specialising in the areas of performance coaching, personal development, teamworking and management development. Phil worked at Brathay Hall during the 1990s during which time he conducted research into experiential learning in the outdoors towards a PhD at Lancaster University. He is a strong advocate of the use of experiential learning methods and has spoken at several conferences on his research findings. He also writes on training and development for various publications.

1F Students from Technikon Pretoria, South Africa

The Top Senior student group is a group of students undergoing a leadership programme, with a set curriculum which includes a yearly visit to Brathay. Now in their senior stage, the students are empowered to present and facilitate sessions.

South Africa is in a phase of major political and social transition (transformation). It is often called the HIV-Aids and crime capital of the world with some of the worst statistics in murder, rape and family violence on the planet! They are also battling with the legacy of apartheid and finding creative ways of rejoicing in their wonderful cultural diversity.

These are real issues that confront their young people. The 28,000 students at Technikon Pretoria are confronted by the same issues while having to cope with the major transition of early adulthood.

The rhythms of Africa create natural opportunities for experiential learning. The wonderful African landscape and incredible evening skies are an unsurpassable décor for a drumming experience! Drumming as an experiential tool is fun, a natural African way of communication, an opportunity to express emotions and share experiences as well as an educational opportunity to support students through the transition points in their lives.

2A Nigel Fenner

Nigel Fenner is Director of Students Exploring Marriage, which until it recently achieved charitable status, was a project of the Grubb Institute, with its emphasis on learning by experience, and individual and group behaviour in the context of 'systems, institutions, and personal relations'. Nigel was with the YMCA for 12 years before his current job, where he developed a range of programmes supporting young people making the transition into adulthood. These included a fitness club, youth work (funded by Social Services), the Prince's Trust Volunteer Programme, New Deal mentoring, and supported housing. He is a trained teacher, and is close to finishing a Masters Degree in Management, which includes a dissertation entitled 'It takes a whole village to rear a child'

2B Stephen Brown

Stephen Brown has worked in the outdoors for 20 years and is currently the Deputy Head of Birmingham Outdoor Education Centre. He works with a team of 6 staff working in Primary and Secondary schools in and around the city. Previous posts have included Gortatole OE Centre in Northern Ireland and The Outward Bound Trust on projects with

Young Offenders in Coventry. He also works for The University of the First Age (UFA) National Team two days a week and has worked recently in schools in Richmond, Bedford, Enfield and Norfolk.

The UFA started in Birmingham 5 years ago and from its start in 10 schools has moved to over 26 local authorities and Education Action Zones across the country. It was started as an organisation that would help focus and co-ordinate Out of Hours learning for Children. Whilst the UFA still focuses on Out of Hours learning it has developed over the years and now has a significant input to classroom practises.

2C Cumbrian Young People; Caroline Phifer, Katherine Kane and Claire Baxter

Caroline, Katherine and Claire are part of 'Having a Voice - Getting it Done', a project run through Cumbria Youth Alliance. This project brings together young people from Cumbrian voluntary organisations such as Community Action Furness, the Guide Association, St John's Ambulance and Barrow Youth Committee. It builds young peoples' skills to enable them to represent Cumbrian young people, from being a voice at a local level , through to national platforms. The skills the young people develop through the 'Having a Voice - Getting it Done' project are transferable to their host organisation, so adding to the development and strengthening of the voluntary sector in Cumbria.

2D Andy Pritchard

Andy Pritchard trained at Sunderland Polytechnic in Fine Art (Sculpture) where he became involved in community-based work on Pennywell Estate in Sunderland. After college he worked in a range of community education projects, prisons, young offender institutions and FE colleges. He set up a county-wide Outreach Project for Aycliffe Young People's Centre, where he progressed to Team Manager. This Project became Copelaw Training which successfully targeted and progressed very challenging young people from across the North East, some coming from the Secure Unit. Andy then became the Community Development Manager for Darlington College of Technology until March 2001 when he took up his current post of Summer Activities Programme Manager for Connexions County Durham. He has an M.A. in Post Compulsory Education and Learning, a Post Graduate Certificate in Education, and a Level 5 NVQ in Management.

2E Barbara Smith & Clare Campbell

Barbara Smith is a lecturer in social work and counselling. She also runs a private psychotherapy practice, *Big Fish*, where she works with children and young people who are looked after by the local authority. She has worked in adventure therapy programmes with women with eating disorders. Barbara is just completing a book 'Anti-discriminatory Counselling', and is co-editing the proceedings of the second International Adventure Therapy Conference. She has a strong commitment to children's happiness and well being and has a wealth of experience and training in working with troubled young people.

Clare Campbell is a qualified counsellor and artist, working with individuals as a therapist, and a wide range of community groups on innovative projects. She has specialist experience in working with survivors of abuse. She is the founder of *Wild Woman*, a high profile and successful organisation committed to enabling individuals to explore their potential through art and ritual, and supporting and healing each other.

3A Hylda Mounsey, Gavin Shelton & Cumbrian young people

Hylda Mounsey has worked in the field of government-sponsored training with the Manpower Services Commission, the Training Commission, the Training Agency and the Training and Enterprise Councils. She worked with training providers in Sussex supporting young people and adults with special needs, and was the Area Manager for a national voluntary sector organisation for three years prior to moving to Brathay this year to take up the post of Fast Forward Project Manager.

Gavin Shelton is the Outdoor Education Development Worker for Cumbria Youth Alliance. The project aims to develop opportunities in the outdoors and in experiential education for young Cumbrians, particularly addressing areas of disadvantage. He studied Environmental Science and Outdoor Studies at St Martin's College and has worked with a number of national voluntary sector youth agencies both in the UK and overseas. He is passionate about the value of adventurous expeditions for young people and is a Trustee of Adventure Venture, a new charitable organisation which aims to celebrate the abilities of people with learning disabilities.

3B Jon Owen & Louise Burner, with young people from Millom School

Jon Owen trained as a teacher of Outdoor Education at I.M. Marsh College, Liverpool. He taught Geography for a short time, before moving to an LEA Outdoor Education centre in the Scottish Highlands. He has been working for Brathay since 1997. His present role includes research projects, training on the full spectrum of youth and trainer training courses and managing the associate youth training team.

Louise Burner trained as a teacher of English and Drama at Oxford University. She taught for three years in York and Oxford before moving to Scotland to take a Masters course in Outdoor Education at Moray House, Edinburgh University. Since then she has worked for Outward Bound Trust and Impact Development Training Group before joining the youth team at Brathay. Her present role as Training Consultant includes managing the Solid Ground project, client management, and training on the full spectrum of youth and trainer training courses. She divides her time equally between Brathay and being a mother.

3C Richard Painter, Martin Elliott & Sarah Francis

Richard Painter and Martin Elliott work for the Department for Education and Skills, in the Pupil Health and Safety Unit. They have been responsible for the development of the Department's Summer Activities scheme for 16-year-olds, which will be implemented by the Connexions Service National Unit.

Sarah Francis is a researcher with SQW Ltd, which is carrying out a comprehensive evaluation of the Summer Activities scheme on behalf of DfES.

3D Steve Bolton & Nick Moriarty

Steve Bolton's primary passion is based around creating and developing organisations that make a positive and lasting change to individuals. He has strong roots with youth development work and ensures that organisations he is involved with give back to the community by way of enabling young people to discover and develop their true potential. Steve is qualified to teach a wide variety of sports and activities and has trained as a Neuro-Linguistic Programming Master Practitioner, a Seven Habits Facilitator and a Myers Briggs Type Indicator practitioner.

Over the last eight years Nick Moriarty has focused on developing ropes course construction and training techniques and the innovation of ropes courses throughout

Europe. Steve and Nick are both Directors and Shareholders of Ropes Course Developments Ltd and Vision Development Training Ltd.

3E Kaye Richards & Linda Allin

Kaye Richards has recently been appointed as Research Leader at Brathay. She is co-editor of the Journal of Adventure Education and Outdoor Learning. Her PhD research has focused on the design, implementation and analysis of an adventure therapy intervention for women with eating disorders. She is actively involved in the development of postgraduate training in adventure therapy, editor of the Proceedings of the Second International Adventure Therapy Conference, and a member of the International Adventure Therapy Working Group. When she gets the time she enjoys mountaineering and fell running.

Linda Allin is a Lecturer in Sports Studies at the University of Northumbria. She is currently researching a PhD concerned with women's careers in outdoor education and has published work in the area of women's physicality. Linda has been involved personally with outdoor adventure pursuits, particularly kayaking, for 15 years and has worked seasonally in a variety of outdoor centres.

4A Dani Edwards & Barbara Hunter

Barbara Hunter is currently Head of Cumbria Outdoors and Project Manager for the Healthy Living Initiative led by Cumbria Outdoors and funded through the New Opportunities Fund. She has worked for Cumbria County Council's Residential Education Service for the last 8 years. Previously from a primary teaching background, she taught for 15 years in the urban West Midlands before moving to the Lake District and embarking on a career change.

Dani Edwards was appointed as Passport Development Co-ordinator for the Healthy Living Initiative. Dani has lived in Cumbria since 1976 and has a background of 12 years in Tourism and 12 years in Special Education. She has been employed by Cumbria County Council's Residential and Outdoor Education Service since 1998.

4B Rick Lee & Ann Kendrick

Rick Lee & Ann Kendrick are Raising Achievement Co-ordinators for Barrow Community Learning Partnership (Education Action Zone). Rick Lee has worked for 26 years as a secondary & FE drama teacher, including working with the Leicestershire Advisory team and is an experienced in-service course leader.

Ann Kendrick has worked in education for 14 years, including work as a Science Teacher, Experiential Educator in the Outdoors and Specialist Health Promotion Advisor for Schools. Both have recently completed Level One Critical Skills training.

4C Zoë Speakman

Zoë Speakman graduated from Sheffield University in 1996 in English Literature. She has since taught English in China with VSO and currently works as a researcher and trainer at a national charity, Student Volunteering UK. Zoë has recently written a DfEE (now DfES) -funded employability publication "Crazy Paving".

4D Tony Saddington

Tony Saddington is based at the University of Cape Town in South Africa. He teaches adult learning, experiential learning, group work and community and organisational development to adult educators in sectors such as higher education and health, community, industry and labour organisations. Over the past 30 years he has run workshops for youth groups and community and business organisations as well as presenting papers and workshops at international conferences on experiential learning, reflection and group dynamics. He holds a Master of Philosophy degree in Adult Education and his current research focuses on experiential learning with key interests in reflection, service learning, wilderness therapy leadership training and the assessment and recognition of prior learning (APL). He is the chair of the ICEL (International Consortium for Experiential Learning) steering committee and has served on this committee since its inception in 1987.

Poster Presenter: Linda Allin

Linda Allin is a Lecturer in Sports studies at the University of Northumbria. She is currently researching a PhD concerned with women's careers in outdoor education and has published work in the area of women's physicality. Linda has been involved personally with outdoor adventure pursuits, particularly kayaking, for 15 years and has worked seasonally in a variety of outdoor centres.

Poster Presenter:Beth Christie

Beth graduated from Edinburgh University with a First Class Honours Degree in Leisure studies specialising in Outdoor Education and Countryside Management, 1998. Currently, she is a final year of PhD at Edinburgh University. This doctoral research considers the

value of alternative forms of education and evaluates a local authority educational initiative which aims to raise adolescent achievement through participation in a residential outdoor education course. During this period of study she has worked for the National Trust for Scotland, Countryside Ranger Service in Scotland and for the Forestry Commission in Zimbabwe. She likes spending any free time she has with her new husband, David and her nine month old son Drew, preferably snowboarding (but not with Drew, as yet!)

Poster Presenter: Nick Meagher

Nick is a Senior Research Associate in the Education Department at Newcastle University, where he co-ordinates Social and Educational Inclusion research projects. He has had twenty-five years experience teaching in Comprehensive Schools, FE and Higher Education. His particular research interests include the impact of disadvantage on opportunity structures and progression opportunities post-16. Recent projects include a DfEE funded study of barriers to participation in further education and training nationally, and a three year ESRC funded study of progression opportunities for disaffected and marginalised young people in the North East.

Poster Presenter: Elaine Robson

Elaine is a Research Associate in the department of Education at Newcastle University and works within the Social and Educational Inclusion group which focuses on special and inclusive education and the social context of education, transition and progression. In terms of personal research interests, Elaine is keen to examine discourses of power, inequality and social class. Elaine has worked on a number of externally funded research projects including: Financial Barriers to Participation in Further Education, Youth Transition in the North East of England and The Role of Schools in Area Regeneration and sustainability.

Poster Presenter: Nic Tucker

Nic is currently carrying out a PhD research project for a partnership between Brathay Hall Trust, the Foundation for Outdoor Adventure and the School of Education, University of Nottingham. Nic has also completed a MSc in Conservation and rural resource management. Other research interests include practitioner and participatory methods and evaluation. She is actively involved in local youth work projects in Conwy, N.Wales and is a part-time youth worker and assistant leader for the Duke of Edinburgh Awards Scheme.

APPENDIX THREE

List of Attendees

Abell	Bryan	Ascent, Nottinghamshire Youth Service
Adams	Paul	Development Education Association
Aerts	Stephanie	CfBT Bedfordshire Careers
Airey	Paul	Canolfan Conway Centre
Alger	Diane	Brathay
Allin	Linda	University of Northumbria
Armstrong	David	Nottingham City & County LEAs
Atherton	Graeme	Liverpool Hope University
Baaldwyck	Tom	Surrey Community Services
Bagge	John	Brathay
Bagshaw	Des	YMCA National Centre, Lakeside
Barker	Ralph	Manchester Youth Service
Bassett	Graham	Brathay
Batten	Chris	Brathay
Benn	June	Coventry & Warwickshire Learning & Skills Council
Blakey	Mike	Brathay
Blessington	Chris	The Wilderness Trust
Bolton	Steve	Ropes Course Developments Ltd
Bowen	Paul	Surrey Community Services
Brown	Stephen	Birmingham LEA
Burner	Louise	Brathay
Butcher	Alison	Brathay
Butler	Chris	The Expedition Company
Campbell	Clare	Wild Woman
Campbell-Davis	Michele	BUILD Nottingham Mentor Programme
Carter	Steve	Ullswater Community College

Collings	Sarah	Bowles Outdoor Centre
Collins	Di	Portsmouth City LEA
Cooper	Nigel	East Lancashire Careers Services
Cornish	Graham	Leicestershire County Council
Cousins	Liz	LEAP Education Action Zone
Cowl	Adrian	Brathay
Cox	Sue	Brathay
Cutts	Lin	Connexions, Hull
Dallas	Anthony	Mentoring Plus Camden
Davies	Paul	Cumbria Education Service
Dawson	Paul	Garstang High School
Devanney	Carol	The Nottingham Trent University
Docker	Helen	Barrow Community Learning Partnership
Donnison	Phil	
Dorrell Caille	Sarah	Raleigh International
Dunbar	Beth	University of Edinburgh
Dybeck	Maurice	Brathay
Edwards	Dani	Cumbria Outdoors
Edwards	Louise	West Sussex Pupil Referral Units
Elliot	Martin	DfES
Evans	Jim	Brathay
Everard	Bertie	Brathay
Farrar	Maggie	University of the First Age
Fenner	Nigel	Students Exploring Marriage
Francis	Sarah	SQW
Gall	Simon	Fairbridge
Gardiner	David	Challenge for Youth
Glaister	Jane	Brathay
Green	Sheena	Cumbria Youth Alliance
Gregory	Rory	Derbyshire CC, White Hall Centre
Grice	Steve	Brathay
Hannon	Stephen	Galway Mayo Institute of Technology

Hardman	Peter	East Riding of Yorkshire Council
Holland	Zac	Ascent, Nottinghamshire Youth Service
Hooker	Nigel	Sunderland LEA, Derwent Hill Centre
Hopkins	David	University of Nottingham
Hubble	Pete	Brathay
Hugins	Mathew	Inter-Action Trust
Hunter	Barbara	Cumbria Outdoors
Hymer	Barry	Barrow Community Learning Partnership
Jacobs	Alan	Leicestershire County Council
Jago	Lynda	Mentoring Plus Camden
Jones	Anne	Wigan Youth Offending Team
Kendrick	Ann	Barrow Community Learning Partnership
King	Mike	Leadership Trust Foundation
Kitson	Bill	Cumbria Social Services
Knaggs	Dave	Coventry City Council
Lapworth	Steve	Staffordshire Youth & Community Service
Lazenby	Bridget	Brathay
Lee	Rick	Barrow Community Learning Partnership
Lemmey	Richard	St Martins College
Lenartowicz	Steve	Brathay
Leslie	Pippa	Barrow Community Learning Partnership
Lewis	Ivan	DfES
Littlecott	Mat	RAF Cosford
Liversidge	Brian	Brathay
Lodge	Graham	Gloucestershire County Council
Males	David	RAF Cosford
Manktelow	Angela	Coquet High School
McCulloch	Frank	Youth Support
McDonald	Michelle	Venus
McHugh	Lesley	Wigan Youth Offending Team
McInnes	Ian	YMCA National Centre, Lakeside
McNeilis	Gemma	Raleigh International

Meagher	Nick	Newcastle University
Michel	Deborah	Barrow Community Learning Partnership
Miller	William	Youth Support
Minnitt	Mason	Barrow Community Learning Partnership
Moore	Allan	Go for Gold (Kielder)
Morgan	H	Staffordshire CC, Shugborough OEC
Moriarty	Nick	Ropes Course Developments Ltd
Mounsey	Hylda	Brathay
Mungroo	Vic	RAF Cosford
Murray	Pam	RAF Cosford
Murray Brown	Mark	Cobnor Activities Centre
Needham	Di	Staffordshire Youth & Community Service
Newton	Sarah	Coventry LEA, Schools Intervention Project
Nichols	Geoff	Sheffield University
Nixon	Vicki	Cumbria Youth Alliance
Nundy	Stuart	Hampshire County Council
Oglethorpe	Andy	Ullswater Community College
Owen	Godfrey	Brathay
Owen	Jon	Brathay
Painter	Richard	DfES
Payne	Wil	YMCA National Centre, Lakeside
Phinn	Gervase	
Pike	Lucy	Bucks County Council Youth & Community
Pinder	Dan	Leicestershire Mediation Centre
Pinkerton	Jill	Hertfordshire County Council
Power	Jon	Cumbria Learning and Skills Council
Power	Lynn	Portsmouth City LEA
Pritchard	Andy	Connexions County Durham
Redrup	Paul	The Duke of Edinburgh's Award
Reid	Catherine	Venus
Richards	Kaye	Brathay
Robertshaw	Ryland	Northamptonshire Association of Youth Clubs

Robinson	Bruce	Brathay
Robson	Elaine	Newcastle University
Ruck	Giles	CHASE
Saddington	Tony	University of Cape Town
Schmoller	Mary	Hampden Park Youth Centre
Shelton	Gavin	Cumbria Youth Alliance
Singleton	Sarah	Brathay
Smith	Craig	CfBT Bedfordshire Careers
Smith	Alistair	ALITE
Smith	Barbara	Big Fish
Speakman	Zoe	Student Volunteering UK
Spencer	Chris	Blackburn with Darwen Youth Service
Stobbart	Gary	East Durham Youth in Action
Sturges	Adrian	Brathay
Tasker	Kathy	Leadership Trust
Taylor	Jonathan	Gloucestershire L.E.A
Thomas	Stephen	Hebridean Pursuits Ltd
Tucker	Nick	Nottingham University
Twyford	Liz	Voluntary Service Overseas
Vandewalle	Ian	Liverpool Hope University
Vaughton	Andy	RAF Cosford
Weaving	Rob	Royal Air Force
Weinberg	Peter	
Weinstock	John	Hertfordshire County Council
White	Marian	Brathay
Woods	Russell	Leicestershire Youth & Community Service
Woof	Brian	Brathay

APPENDIX FOUR

CONFERENCE PROGRAMME OUTLINE

MONDAY 17TH SEPTEMBER

TIME	ACTIVITY/SPEAKER
13:00	Arrival & Registration
14:00	**Welcome & Introduction** Steve Lenartowicz, Youth Development Manager, Brathay
14:15	**Keynote Speech** Ivan Lewis, Minister for Young People and Learning
15:00	**Powerful Learning, Powerful Teaching and Powerful Schools** Professor David Hopkins, University of Nottingham
15:45	Tea/Coffee Break
16:15	**Learning Beyond the Classroom** Tom Bentley, DEMOS
17:00	**Opening up Learning Pathways – a Brain-Based Approach to Transitions** Maggie Farrar, University of the First Age
17:45	**Fast Forward** A video made by young people of the DfES Summer Activities Programme
17:55	Announcements
18:00	Break, bar open
19:00	Dinner
20:00	Bar open

TUESDAY 18TH SEPTEMBER

TIME	ACTIVITY/SPEAKER
08:00	Breakfast
09:00	**Workshops session 1**
10:30	Tea/Coffee break
11:00	**Workshops session 2**
12:00	Lunch
13:30	**Workshops session 3**
15:00	End of Workshops
15:05	**Poster Presentations**
	Tea and Coffee available
15:50 – 16:15	Shuttle buses to Brathay
16:00	**Optional tour of Brathay**
16:30	**Presentations by Young People**
	Leicester & Impact Housing Associations
17:30 – 17:50	Shuttle buses return to St Martin's College
18:00	Break, bar open
18:45	Dinner
21:15	**Young People at the Centre**
	Gervase Phinn
21:15	Bar open with Cumbrian roots band, Tryckster

WEDNESDAY 19TH SEPTEMBER

TIME	ACTIVITY/SPEAKER
08:00	Breakfast
09:00	**Learning to Learn in Practice** Alistair Smith, Accelerated Learning researcher, trainer, and writer
10:00	Tea/Coffee break
10:15	**Workshops session 4**
11:45	**Closing address** Steve Lenartowicz, Youth Development Manager, Brathay
12:00	Lunch and depart

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